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AN ELEMENTARY  
ENGLISH COMPOSITION  
ON A NEW METHOD  
For Classes VII and VIII (Combined)

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## PREFACE

This book is written in accordance with the new Syllabus of Studies for Secondary Schools in Bengal. It is intended for use in the middle classes of High Schools.

It covers the middle ground between the old-time formal grammar and the modern language book, avoiding the shortcomings of each and embodying the best features of both. This double function grows out of the close correlation of grammar with literature and composition.

The correlation is effected through the employment of laboratory process rather than of exposition as the principal means of development. The students will work their way to comprehension through a gradation of exercise, which serve the triple purpose of applying the grammatical principle, of developing literary appreciation, and of furnishing practice in the art of composition.

The book is inductive throughout. The order of development is: to begin with apt and familiar examples, which are followed by comment reduced to the simplest and most direct terms; then, while these steps are still fresh, exercises are presented in application of the rule or principle involved. Care has been taken that the illustrations and exercises may be pleasing as well as concrete and practical.



## CONTENTS

CHAPTER	PAGE
I. THE SENTENCE ...	... 1
II. KINDS OF SENTENCES ...	... 8
III. SUBJECT AND PREDICATE ...	... 12
IV. SOME GRAMMATICAL RULES ...	... 15
V. MISUSES OF PRONOUNS ...	... 29
VI. AGREEMENT OF THE VERB WITH THE SUBJECT ...	... 33
VII. AGREEMENT OF PRONOUN AND ANTECEDENT ...	... 36
VIII. COMPARISON OF ADJECTIVES ...	... 38
IX. ADVERBS ...	... 41
X. THE TENSES ...	... 44
XI. SHALL WILL ...	... 47
XII. WORDS COMMONLY CONFUSED ...	... 56
XIII. ANALYSIS OF SIMPLE SENTENCES ...	... 67
XIV. KINDS OF PHRASES ...	... 77
XV. SENTENCES COMBINED ...	... 86
XVI. LETTER-WRITING ...	... 95
XVII. KINDS OF SENTENCES AS TO FORM ...	112
XVIII. ANALYSIS OF COMPOUND SENTENCES ...	120
XIX. ANALYSIS OF COMPLEX SENTENCES ...	126
XX. REPRODUCTION OF STORIES ...	142

CHAPTER	PAGE
XXI. STORY-BUILDING FROM AN OUTLINE	148
STORIES IN VERSE ...	152
XXII. PICTURES IN POEMS ...	164
PICTURE STORIES ...	168
XXIII. THE PARAGRAPH ...	180
XXIV. SHORT ESSAYS ...	186
XXV. CONVERSATION ...	225
XXVI. UNSEEN PASSAGES ...	231
XXVII. LETTER-WRITING ...	240
XXVIII. TELEGRAMS ...	255

AN  
ELEMENTARY  
ENGLISH COMPOSITION

CHAPTER I

THE SENTENCE

1. What is a Sentence?— Read the following groups of words:

1. We to town
2. They at home
3. He soundly
4. The train
5. The children going to school
6. The bus leaving the station
7. A motor crossing the road
8. The motor horn sounding
9. The engine puffing
10. The aeroplane droning

Does the first group assert anything? Does the second? Does the third?

We see that these groups of words do not tell or assert anything. They are not sentences. But if we insert telling words, then each group becomes a sentence; thus:

1. We *went* to town.
2. They *are* at home.
3. He *sleeps* soundly.
4. The train *comes* and *goes*.

5. The children *are* going to school.
6. The bus *is* leaving the station.
7. A motor *is* crossing the road.
8. The motor horn *is* sounding.
9. The engine *is* puffing.
10. The aeroplane *is* droning.

Read also the following groups of words:

1. letters his opening Father is
2. himself dresses Rama morning every
3. Badri has two heads and one foot
4. Mother cooks the stove and lights the food
5. Bimal combs his collar and fastens his hair
6. Mr. Das is standing near a book and reading from a table
7. Radha helps her room and tidies her mother

*Here the words have got mixed up. Can you put them right?*

Now read the following groups of words:

1. The boy
2. Is building air-castles
3. The boy is building air-castles.

Does the first group express a complete thought?  
Does the second? Does the third?

~~X~~ A group of words expressing a complete thought is called a **Sentence**.

A **Sentence** is a group of words expressing a complete thought.

Which of the three groups of words above is a sentence? Why?

What is a sentence?

What is not a sentence?

**Exercise 1**

I. In the following groups of words, tell which are sentences and which are not:

1. In the taxi
2. Up the road
3. I can see a bus
4. With all his might
5. He ran to the house
6. Bring me my bat, Mohan
7. At the last moment
8. May I go to the picture show
9. As the rain began to pour
10. Early in the morning
11. Having completed my work
12. Will you please teach me to drive an automobile

II. Combine the following groups of words in such a way that each new group shall be a sentence:

1. Little Jack Horner
2. Sat in a corner
3. A barking sound
4. The shepherd hears
5. The beautiful rainbow
6. Soon faded away
7. Birds of a feather ?
8. Flock together ?
9. I'll give you a silver pound
10. To row us o'er the ferry
11. A giant by the name of Hercules
12. Went in search of golden apples
13. He came upon some beautiful young women
14. Weaving flowers into wreaths

2. How a Sentence is Marked.—Examine the following sentences:

1. I have a gold watch.
2. When did you get your radio set?
3. What a beautiful country this is!

Note that each of the foregoing sentences begins with a **Capital Letter**.

Note also, that the first sentence is followed by a **Period or Full Stop (.)**

The second by an **Interrogation Point (?)**

And the third by an **Exclamation Point (!)**

*A sentence begins with a capital letter and is followed by a period, an interrogation point, or an exclamation point.*

**3. Capital Letters.**—Read these sentences :

1. The wind is blowing hard.
2. Animals, have feelings like ours.
3. How far is Waltair from here?
4. How long the hours were!

**1** Be careful to begin every sentence with a capital letter and to end it with the correct mark.

Read these sentences :

1. Mother and I want you to come.
2. Give me of your bark, O Birch-tree.

Always write the words **I** and **O** as capitals.

**2** Note these sentences :

1. Do you like Bankim Babu's novels?
2. Sir Walter Scott, wrote *The Lady of the Lake*.
3. The Great World War ended in 1919.

Be careful to begin every proper noun with a capital letter.

Remember to begin the names of the days of the week and the names of the months with capital letters. Note these examples :

Solomon Grundy was born on Monday,

christened on Tuesday, married on Wednesday, ill on Thursday, worse on Friday, died on Saturday, buried on Sunday; this is the end of Solomon Grundy.

Sir Asutosh Mookerjee was born at Bowbazar, Calcutta, on June 29. 1864.

Read these sentences :

Aunt Frances inquired, " Is every one asleep?"

She heard a small voice saying, " Have you seen my friend, Fairyfoot? "

Remember that the exact words of a speaker should be enclosed in **Quotation Marks.** (Begin the first word of a direct quotation with a capital letter.)

Now read these verses :

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world, so high,  
Like a diamond in the sky.

How happy is he born and taught  
That serveth not another's will;  
Whose armour is his honest thought,  
And simple truth all his skill.

(Remember that every line of poetry should begin with a capital letter.)

**4. The Use of the Comma.**—Notice the use of commas in the following :

1. The boys brought apples, nuts, chocolates and resins.

2. Lindbergh has flown to Europe, Mexico, and South America.

3. Mrs. Felicia Hemans was born in Liverpool, England, on September 25, 1793.

4. Walter, my cousin, came last night.

5. Do you believe, Mohan, that the story is true?

6. Be very careful, dear, when you cross the street.
7. Yes, I shall go with you.
8. No, the party is over.
9. High and low, rich and poor, wise and foolish, must all die.
10. At the end of the hall, upon his throne, sat the King.
11. He said, " Give me liberty, or give me death ! "

12.

KINCHIN VIEW,  
AUCKLAND ROAD,  
DARJEELING, December 22, 1932.

Dear Santa Claus,

Will you please bring me an airplane, a sled, and a pair of roller-skates?

My little sister Jane wants a doll, a doll-bed, and a set of dishes.

Please do not forget us, Santa dear,

Your little friend,  
ROBERT WILSON.

**5. Paragraphs.**—Read the following groups of sentences :

1. In the summer the Rose family went to Moor Farm in Cornwall. This farm was near Sandy Cove. The farmer's name was Mr. Smith.
2. Mrs. Smith was very kind. She cooked well and kept the house tidy.
3. Peter loved the farm. He liked to go to the stables and help with the horses. When the corn was cut he spent a long time in the fields.
4. Joan liked to see the maid milk the cows. She often took a pail of fresh milk to the kitchen.

The numbers 1, 2, 3, and 4 stand at the heads of paragraphs. The first paragraph is about the farm; the second is about Mrs. Smith; the third is about Peter; and the fourth is about Joan.

You will have noticed in your reading that numbers of sentences are often grouped together to form a paragraph. When an entirely new idea or topic is introduced, a fresh paragraph is begun.

Note that the first line of a paragraph is **indented**, that is, has a wider margin than the rest of the lines.

### Exercise 2

1. Point out the sentences in the paragraph above.
2. Copy a paragraph from one of your Readers and point out the sentences.
3. Write out your own name and address.
4. Write out the name and address of one of your relations.
5. Write out the names of the months which begin with the letter **J**.
6. Write out the names of the days of the week which begin with **T**.

In the next few sentences all the stops and capitals are left out. Write them as they ought to be written:

1. are those sylhet oranges
2. far down the hill i saw rama and mohan
3. calcutta is the largest city in india and stands on the river hughli
4. we shall go to lucknow on the last saturday in september
5. he said open in the name of the king
6. yes i'll go with you said she
7. do you believe ramnarayan that the story is true
8. where are we i cannot tell then we must ask some one
9. o come back come back cried rustum you beautiful creature i have no one to play with and i am so lonely here
10. he goes on sunday to the church and sits among his boys

## CHAPTER II

### KINDS OF SENTENCES

6. Note these examples:

Mohan is my brother.  
Spring has come at last.

The foregoing sentences tell or declare something. A sentence that tells or declares something is called **Declarative**.

(i) A **Declarative Sentence** (or Statement) is a sentence that tells or declares something. It is followed by a period.

7. Note these examples:

Which is your brother?  
What did he tell you?

The foregoing sentences ask a question. A sentence that asks a question is called **Interrogative**.

An **Interrogative Sentence** is a sentence that asks a question. It is followed by an interrogation point.

### Exercise 3

1. Write a statement about a fish.

Write a statement about a bird.

Write a statement about trees.

Write a statement about a boy.

Write a statement about the sun.

**Example**—A fish has fins.

2. Write a question about the wind.

Write a question about ranges.

Write a question about your ball.

Write a question about the moon.

Write a question about the stars.

**Example**—Was the wind blowing hard?

3.: Write five statements expressing good health rules.

• **Example**—I wash my hands before each meal.

4. Write five questions about an airship.

**Example**—Does an airship carry our letters?

5. Answer each of these questions by making a sentence which begins with

**There is or There are**

1. What is there on the wall in the boys' class-room?
2. What is there at the crossing of the roads?
3. How many girls are there in the class-room?
4. How many boys are there in the woodwork room?
5. How many benches are there in the woodwork room?

6. Answer each of these questions by making a sentence which begins with

**There was or There were**

1. What was there in the field?
2. How many cows were grazing in the field?
3. What was there on the top of the hut?
4. What were there under the tree?
5. How many boats were there on the river?

7. Try to write down the questions to which the following were the answers:

1. You must change at Asansol.
2. The fare is three rupees and a half.
3. From No. 6 platform.
4. Yes, there is plenty of room here.

8. Write down

1. What you would say to the booking clerk if you wished to go to some place known to you, and return on the same day.

2. What you would say to the clerk in the post office if you wanted four one-anna and four half-anna stamps.

**8. Imperative Sentence.**—Note these examples:

Open the door at once.

Answer the telephone, please.

The first of the foregoing sentences expresses a command, the second expresses an entreaty. A sentence that expresses a command or an entreaty is called **Imperative**.

An **Imperative Sentence** is a sentence that expresses a command or an entreaty. It is followed by a period.

**9. Exclamatory Sentence.**—Note these examples:

How cold it is!

What a scare we had!

Who would have thought it!

Will you be still!

Each of the foregoing sentences expresses strong or sudden feeling, and, for that reason, is called **Exclamatory**.

An **Exclamatory Sentence** is a sentence that expresses strong or sudden feeling. It is followed by an exclamation point (!).

**X Exercise 4**

**1. Classify the following sentences:**

1. Humpty Dumpty sat on a wall.
2. Are you coming with us?
3. Take care of your health.

4. Hold on tight, boys!
5. When did you arrive?
6. All roads lead to Rome.
7. Have mercy upon us.
8. Can you hope to count the stars?
9. Hide, Martha, hide!
10. Are you afraid of his hearing you?
11. The river flows under the bridge.
12. The boy stood on the burning deck.
13. Now you have done it!
14. Let us try hard to win.
15. All's right with the world.
16. Ye sons of Freedom! Wake to glory.
  
2. What is a sentence?
3. How many kinds are there?
4. Write sentences illustrating each kind.
5. Make four sentences beginning with **I like**.

**Example**—I like a long ride in a motor car.

6. Make four sentences beginning with
 

<b>1. Rama likes</b>	<b>3. John likes</b>
<b>2. Ayesha likes</b>	<b>4. Mother likes</b>
  
7. Make three sentences beginning with **I should like**.

**Example**—I should like to fly in an aeroplane.

8. Make three sentences beginning with **Shall I** and three beginning with **Shall we**.

### Examples

Shall I go to school on my bicycle?  
 Shall we see the aeroplane land?

## CHAPTER III

## SUBJECT AND PREDICATE

10. Examine the sentence:

Rama ran home.

In the sentence something is said about *Rama*. Therefore, *Rama* is the **Subject** of the sentence. What is said about him? He *ran home*. Therefore, *ran home* is the **Predicate**.

The **Subject** of a sentence names that of which something is said.

The **Predicate** of a sentence tells what is said of the subject.

Read the sentence:

The little brown-eyed girl, sat on the lowest step.

About whom is the sentence? *The little brown-eyed girl*. What is said about her? She *sat on the lowest step*. What is the subject? What is the predicate?

The subject of an imperative sentence is not usually expressed, but may be readily supplied; as, Go (you go) at once. Wait (you wait) for me.

## Exercise 5

1. Pick out the subjects in these sentences:

1. Trees grow.	4. Snow melts.
2. Leaves fall.	5. Birds sing.
3. People talk.	6. Automobiles run.

7. My desk is broken.
8. The airship was lost.
9. Our school won the game.
10. My dog went with me.
11. My dress is torn.
12. You went to the wrong house.
13. Idle boys become poor men.
14. The children's voices sound sweet.

2. Supply predicates to the following subjects orally :

1. The day —	7. I —
2. Rama —	8. You —
3. John —	9. Children —
4. Soldiers —	10. Horses —
5. Dogs —	11. Stars —
6. Men —	12. A ship —

**Example**—The day was bright.

3. Supply subjects to the following predicates orally :

1. — flows.	7. — ran.
2. — is singing.	9. — has come.
3. — were playing.	10. — was walking.
4. — will play.	11. — are crying.
5. — was killed.	12. — will die.
6. — lie.	13. — are lying.
7. — has flown.	14. — were written.

**Example**—The river flows.

4. Supply words *so/* as to make a sentence of each of the following :

1. the warm showers of April
2. will bring flowers
3. the hot summer sun
4. makes the crops grow
5. comes very early
6. the robin
7. feeds the world
8. had many hardships

9. are full of fairies
10. the first steam Engine

### Compound Subject and Compound Predicate

**11. Compound Subject.**—Note these sentences:

*Mohan spoke*                    *Sohan spoke*

Since the foregoing sentences have the same predicate, namely, *spoke*, they may be combined into one sentence by connecting the subjects; thus,

*Mohan and Sohan spoke.*

A subject consisting of two or more connected subjects having the same predicate is called **Compound**.

A **Compound Subject** is made up of two or more subjects about which the same thing is said.

**12. Compound Predicate.**—Note these sentences:

*Lila came*                    *Lila returned*

Since the foregoing sentences have the same subject, namely, *Lila*, they may be combined into one sentence by connecting the predicates; thus,

*Lila came but returned.*

A predicate consisting of two or more connected predicates having the same subject is called **Compound**.

A **Compound Predicate** makes two or more statements about the same subject.

Both subject and predicate may be compounded; thus,

*Mohan and Sohan came but returned.*

## CHAPTER IV

### SOME GRAMMATICAL RULES

**Bearing on English Composition taught inductively.**

13. Here is a list of words that give most of us trouble. A careful study of the following Exercises will give some facility in using those words correctly.

#### Is Are

14. Always use **are** or **were** with the word **you** whether you mean one or more than one.

Choose one of the words in parenthesis and write these sentences correctly :

1. Lindberg (is—are) a hero.
2. My radio (was—were) out of order last night.
3. Gour, you (is—are) the best reader.
4. Mohan, you (was—were) not to blame.
5. Fruits (is—are) good health-builders.
6. You (is—are) not my cousin.
7. Here (is—are) your spectacles.
8. Many of the children (was—were) in the play.
9. Boy Scouts (was—were) on guard.
10. (Was—were) you looking for me?
11. On the table (was—were) many books.
12. There (was—were) five mangoes in the basket.
13. Ten years (is—are) too long to wait.
14. The assets of this firm (is—are) Rs. 10,000.
15. What (was—were) the proceeds of the lecture?

Note the following sentences:

*Tales of a Grandfather* was (not were) written by Scott.

*The Arabian Nights* is (not are) still a great favourite.

Fifty rupees is (not are) too much.

Ten acres was (not were) planted in corn.

This news is (not are) surprising.

The entire army was (not were) destroyed.

### Exercise 6

1. Make five statements using **is** correctly.

**Example**—My uncle is here.

2. Make five statements using **are** correctly.

**Example**—My uncle and aunt are here.

3. Make five questions using **was** correctly.

**Example**—Was the dog mad?

4. Make five questions using **were** correctly.

**Example**—Were you in bed?

5. Put **are** or **were** in each of the following sentences:

1. You —— not a very polite boy.

2. You —— late for school yesterday.

3. You —— all very happy last night.

4. You —— not at home last Sunday.

5. Why —— you in the garden yesterday?

6. When —— you going to see your brother?

7. Why —— you in the field yesterday?

8. Whom —— you speaking to when I met you?

6. Make six sentences with these pieces of sentences in them:

1. stamped envelope    4. telegraph form

2. the lady clerk        5. in the letter box

3. telephone box       6. stamps and postcards.

**Example**—You can buy a stamped envelope at the post office counter.

## Exercise 7

1. Write the following again, changing all the singulars which are in heavy type into plurals, and altering verbs and other words where necessary:

Begin in this way—Two little fairies . . . .

A **little fairy** comes at night,  
**Her** eyes are blue, **her** hair is brown,  
 With silver spots upon **her** wings,  
 And from the moon **she** flutters down.

**She** has a little silver wand,  
 And when **a good child** goes to bed  
**She** waves **her** wand from right to left,  
 And makes a circle round **its** head.

(THOMAS HOOD: *Queen Mab*)

2. Write the following, changing plurals to singulars, and alter verbs and other words where necessary:

Then **lions** come with glaring eyes,  
 And **tigers** growl, a dreadful noise,  
 And **ogres** draw their cruel knives,  
 To shed the blood of girls and boys.

(*Queen Mab*)

3. Write the following sentences again, beginning with *He saw a light* and changing other words as necessary:

I see a light flashing at the end of the road, and run towards it. When I get nearer, I go more slowly because I am rather timid, and I do not know what it means. I laugh at myself when I find that it is only a little boy, reflecting the lamp-light with a bit of broken mirror.

**15. Misused Forms.**—Sometimes the Past Participle is used for the Past Tense. Note these examples:—

<i>Incorrect use</i>	<i>Correct use</i>
I <i>seen</i> him.	I <i>saw</i> him.
The bell <i>rung</i> .	The bell <i>rang</i> .
He <i>taken</i> it.	He <i>took</i> it.
They <i>done</i> well.	They <i>did</i> well.
He <i>come</i> yesterday.	He <i>came</i> yesterday.
I <i>swum</i> across.	I <i>swam</i> across.

**16.** Sometimes the Past Tense is used for the Past Participle. Note these examples :—

<i>Incorrect use</i>	<i>Correct use</i>
I have <i>saw</i> him.	I have <i>seen</i> him.
The bell has <i>rang</i> .	The bell has <i>rung</i> .
He has <i>took</i> it.	He has <i>taken</i> it.
He has <i>went</i> home.	He has <i>gone</i> home.
He had <i>stole</i> it.	He had <i>stolen</i> it.
She had <i>broke</i> it.	She had <i>broken</i> it.
I have <i>did</i> it.	I have <i>done</i> it.

### Did Done

**17.** Choose one of the words in parenthesis and write these sentences correctly:

1. Mary (did—done) her work well.
2. Mary has (did—done) her work.
3. You have (did—done) your work well.
4. I have (done—did) what you told me to do.
5. The doctor (did—done) his best to cure him.
6. Yes, I (done—did) it all myself.

### Exercises

1. Make five sentences using *did* correctly.  
**Example**—You *did* your duty.

2. Make five sentences using *done* correctly.  
**Example**—They *have done* their duty.

**Went Gone**

18. Choose one of the words in parenthesis and write these sentences correctly :

1. Mary has (went—gone) to the store.
2. Father (gone—went) to the city to-day.
3. The boys have (went—gone) to the ball game.
4. Where had you (went—gone) when I called you?
5. Was he (gone—went) when you came?
6. He (gone—went) his way rejoicing.
7. Who (gone—went) with you to town?
8. Have the boys (gone—went) to the cinema?
9. You (gone—went) the wrong way.

**Exercises**

1. Write five sentences using *went* correctly.

**Example**—He went to Darjeeling last summer.

2. Write five sentences using *gone* correctly.

**Example**—My brother has gone to the cinema.

**Come Came**

19. Fill in these blanks with *come* or *came* :

1. John — in late this morning.
2. I wish you had — sooner.
3. As I — to school this morning I saw an accident.
4. When we — to a word we do not know, let's be sure to use our dictionaries.
5. When I reached home my aunt had already —.
6. If I had — to school yesterday, I should not have missed my test.
7. When they — in, be sure to have them read this letter.
8. When I went to the post office, I found that my package had —.

**Exercises**

1. Write five sentences using *come* correctly.

**Examples**— { They come to school on time.  
                  { Has he come yet?

2. Write five sentences using *came* correctly.

**Example**—He came here yesterday.

**Saw Seen**

20. Fill in these blanks with *saw* or *seen*:

1. I — you at the circus.
2. Have you — my cap?
3. They — us when we came.
4. He had never — an airship before.
5. Has your mother — your new bicycle yet?
6. Yes, she — it to-day.
7. Have you — my sister?
8. No, I have not — her to-day.

**Exercises**

1. Write five sentences using *seen* correctly.

**Example**—I had never seen a zebra before.

2. Write five sentences using *saw* correctly.

**Example**—We saw him there last night.

**Took Taken**

21. Fill in these blanks with *took* or *taken*:

1. I — the train at Naihati.
2. It — me an hour to get my arithmetic.
3. Have you — the book back to the library?
4. Lila has — her music lesson.
5. He — his dog with him.
6. That day Tom — his bath and was a lovable boy.

7. Have you ever — a trip in a train?
8. As soon as he had — his lunch he went away.
9. She — away the baby over to her seat.

### Exercises

1. Write five sentences using *took* correctly.

**Example**—Rahim took his brother with him.

2. Write five sentences using *taken* correctly.

**Example**—Lila has taken her slate home.

### Rang Rung

22. Re-write the following with the correct word:

1. The bell (rang—rung) for school.
2. The bell has (rang—rung) for school.
3. Has the bell (rang—rung)?
4. I (rang—rung) the bell this morning.
5. Has the telephone (rang—rung) since I left.
6. Bill (rang—rung) the door-bell.

### Exercises

Answer these questions:

1. Who rang the bell?
2. Has the bell rung?
3. When do the bells of New Year ring?

**Note.**—The words **sing—sang—sung** are used just as the words **ring—rang—rung**.

Note the following examples:

I have *drank* some water (should be *drunk*)  
 Scarcely had he *began* to speak (should be *begun*)

Their clothes were quite *wore* out (should be *worn*)

The necessity for action had not yet *arose* (should be *arisen*)

You should have *went* yourself (should be *gone*)

## Exercises

Fill in these blanks with the correct form of the verb given:

1. The bell —— at time nine o'clock (ring).
2. Jack —— the bell (ring).
3. When the fire alarm ——, there is always great excitement (ring).
4. Will you —— us a song (sing).
5. Frances —— in the choir Sunday (sing).
6. Let's hurry, the bell has —— (ring).
7. If you had —— the door-bell, I would have come (ring).
8. Have the boys —— their songs this morning (sing).
9. The ship —— very rapidly (sink).
10. He —— his work directly (begin).
11. I sat and —— within the door (spin).

## Sit Set

•3. Fill in the blanks with the correct form of *sit* or *set*.

**Note.**—Other forms of *sit* are *sat* and *sitting*. *Set* has only two forms *set* and *setting*.

1. —— here until I come back.
2. Boys, —— the chairs out.
3. The hen —— on a dozen eggs.
4. I was —— under a tree when I heard the bird.
5. Please —— the brick against the door.
6. Did you —— the fan before you —— down?
7. When I was —— by the table, were you —— by the window?
8. Mother —— in a rocking chair and sews all day.
9. As I was —— in my car, I saw a woman —— out rose bushes.
10. They are —— out potato slips to day.

**Exercises**

1. Write five sentences using a form of *sit* correctly.

**Example**—He sat there all day.

2. Write five sentences using a form of *set* correctly.

**Example**—Set the lamp on the table.

**Teach Learn**

24. Note that *teach* means to give instruction to others; while *learn* means to get knowledge.

Fill in the blanks with the proper form of *learn* or *teach*:

1. Mother is — my sister to cook.
2. Miss Sujata has — us to sing by note.
3. Be sure to — your lesson well.
4. The boys in our class have — to make baskets.
5. He — many useful things outside of school.
6. Our teacher has — us the rules of health.
7. I do not — arithmetic easily.
8. My brother — me how to make maps.
9. After I have — my lessons, I will go with you.
10. Mohan — his brother the lesson that he had — at school that day.

**Exercises**

1. Write five sentences using a form of *learn* correctly.

**Example**—I have learned my lesson.

2. Write five sentences using a form of *teach* correctly.

**Example**—He teaches us geography.

**Lie Lay**

**25. Lie**—Here they *lie*. *Lay*=cause to lie—*Lay* it down at once.

**Lie**, the intransitive verb, has a past tense *lay*, and a perfect participle *lain*.

Lie —— lay —— lain

**Lay**, the transitive verb, has a past tense *laid* and a past participle which is also *laid*.

Lay —— laid —— laid

The correct use of these verbs is illustrated as follows:

1. The dog *lies* in the sunshine.
2. He *lay* there all day yesterday.
3. He has *lain* there for hours every sunny day.
4. The country *lies* desolate.
5. It *lay* desolate fifty years ago.
6. It has *lain* desolate since the invasion of the Arabs.

**Lay**, the transitive verb, must have an object, and can thus be recognised:

1. *Lay* me down once more upon the couch.
2. They *laid* down their burden.
3. The General has *laid* all the blame on the soldiers.
4. Hens *lay* eggs.
5. The gambler *laid* a wager.
6. The country was *laid* waste by the war.

**Exercises**

1. Write five sentences using *lie* correctly.

**Example**—You must lie still.

2. Write five sentences using *lay* correctly.

**Example**—Lay the basket there.

**26. Corrupt Forms of Verbs.**—Care should be taken not to use corrupt forms of the Past Tense or the Past Participle. Note these examples:

The wind *blowed* (say *blew*)  
 We *brung* him (say *brought*)  
 They *knowed* it (say *knew*)  
 I *seed* him there (say *saw*)  
 It was *blowed* up (say *blown*)  
 He was *drug* in (say *dragged*)  
 I have *knowed* it (say *known*)  
 They have *bursted* (say *burst*)

**Note.**—A few verbs have two forms of the past participle, one of which has an adjectival use; as, a **drunken** man, a **sunken** ship, a **swollen** stream.

### Exercise 8

Choose the proper form and give a reason for your choice:

1. There (lie—lay) his books.
2. (Lay—lie) the books on the table.
3. Herein (lays—lies) the danger.
4. The ship (lays—lies) at anchor off the coast.
5. See, the oak (falls—fells).
6. The woodman (falls—fells) an oak.
7. He (lay—laid) the book down.
8. The little bird (flew—fled) by.
9. We (flew—fled) from the city.
10. They (rose—raifed) up slowly.
11. It was (stolen,—stoled).
12. He has (laid—lain) down.
13. He (lay—laid) down to rest.
14. I was (summoned—summonsed).
15. The lion (attacked—attackted) the keeper.
16. He was (hung—hanged) early in the morning.
17. They (hung—hanged) up their hats.
18. Little strokes (fall—fell) great oaks.
19. The cart (loaded laden) with hay went slowly along.

20. He was (awakened—awoke) by the sound of drums.
21. The river has (overflowed—overflown) its banks.
22. The ship was (sunk—sunken) by a torpedo.
23. The (sunk—sunken) ship has been raised at last.
24. We met a (drunk—drunken) man.

**27. Uses of the Articles.**—Note these examples:

1. I saw *a* lion.
2. I have *an* umbrella.
3. He is *a* European.
4. Here is *the* house.
5. Who is *the* man speaking?
6. *The* horse is *a* useful animal.

### Exercises

1. Supply **a** or **an** in each blank and give a reason for your choice:

1. Here is —— apple.
2. —— orange is round.
3. He earns ten rupees —— day.
4. Twelve inches make —— foot.
5. Have you ever seen —— airship?
6. She is now in —— hospital.
7. Tell me what is —— engine.
8. He is —— umpire.
9. You are now —— heiress.
10. They belong to —— union.
11. It is —— humorous story.
12. He formed —— historical society.

2. Supply an article before each of the words in **heavy type** if one is needed:

1. **Man** is mortal.
2. **Calcutta** is **big** city.
3. **Ceylon** is **island**.
4. **Copper** is **useful** metal.
5. **Delhi** is **capital** of **India**.
6. **Newton** was **great** philosopher.
7. **Sun** rises in **east**.

8. Do you see **blue** sky ?
9. Have you ever seen **elephant** ?
10. For **Brutus** is **honourable** man.
11. My favourite flower is **rose**.
12. **Musician** was **old** Mussulman.
13. **Small** leak may sink **great** ship.
14. **John** is **person** that gave me **pear**.
15. What is **shape** of earth ?
16. **Virtue** is its own reward.
17. **Mocking-bird** is **very** fine singer.
18. **Whale** is **largest** animal.
19. A farmer and **merchant** were here.
20. **Merciful** shall obtain **mercy**.

Its    It's

28. Read these sentences :

1. The bird flapped *its* wings.
2. *It's* never too late to mend.
3. *It's* (not *Its*) cold to-day.

**Note.**—The apostrophe is never used in forming the possessive case of personal pronouns. **It's** means **it is**.

Fill the blanks with *its* or *it's* :

1. If — a clear day to-morrow we shall go to the Fair.
2. Each thing in — place is best.
3. — my time at the bat.
4. The child broke — arm.
5. How does the river find — course to the sea ?
6. Whose book is this ? I think — mine.
7. This tree has shed — leaves.
8. The tree supports itself by — roots.

### Exercises

1. Make five sentences using *it's* correctly.

**Example**—It's easy to find fault.

2. Make five sentences using *its* correctly.

**Example**—The horse broke its leg.

### Them Those

#### 29. Some students generally say:

I can't work *them* examples.  
Have you any of *them* pencils?

Only the most careless students make this error. Check yourself carefully to see that you are not guilty of it.

Fill the blanks with *them* or *those*:

1. Did you read —— books?
2. Yes, I read ——.
3. Please hand me —— books.
4. Where did you find ——?
5. —— things do not belong to me.
6. I was with —— all day.
7. I did not work all of —— problems, because I did not understand some of ——.
8. Please let me have one of —— yellow pencils; I like —— better than the green ones.
9. If I knew where —— books are, I'd give you one of ——
10. Have you seen —— monkeys at the Zoo?  
We fed —— some peanuts.

### Exercises

1. Make five questions using *them* correctly.

**Example**—Who told *them* this?

2. Make five questions using *those* correctly.

**Example**—Do you know *those* boys?

3. Make five sentences using both *them* and *those* in each sentence.

**Example**—Those boys will be late, as their mother sent *them* to market.

## CHAPTER V

I—Me      He—Him      Who—Whom

**30. Misuses of Pronouns.**—Study these examples:

I went. Father and I (*not me*) went.

He went. He and I (*not him* and *me*) went.

He went with me. He went with father and me (*not I*).

You and I (*not me*) can do it.

He and she (*not him* and *her*) are strangers.

**31. Copulative verbs take Nominative case after them as well as before them.** Repeat the following correct expressions until you get used to them:

It is <i>I</i>	It was <i>he</i>
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It is <i>we</i>	It is <i>she</i>
-----------------	------------------

It was <i>I</i>	It was <i>she</i>
-----------------	-------------------

It was <i>we</i>	It is <i>they</i>
------------------	-------------------

It is <i>he</i>	It was <i>they</i>
-----------------	--------------------

It was *I* that went.

It is *he* that I mean.

It was *we* who won.

It is *they* that he calls for.

**32. Errors like the following are common:**

It was not *me* that told him (should be *I*)

Is it *her* that you sent for? (should be *she*)

You did not see it was only *me* (should be *I*)

I am sure it was *him* (should be *he*)

*Whom* did they say that man was? (should be *Who*)

**Note.**—In each case the nominative and not the objective case is required.

**33. Transitive verbs and prepositions govern the objective case, wherever it stands.**

The following, therefore, are incorrect:

Mary gave Kate and *I* some water (should be *me*)

Let this matter rest between you and *I* (should be *me*)

*Who* did you say you wanted? (should be *Whom*)

The stranger, *who* we have mentioned before, now came forward (should be *whom*)

**Note.**—In each of these cases the objective, not the nominative, is required.

**34.** The conjunction *than* and *as* have no power of governing the objective case.

The following sentences are therefore incorrect:

You are a much greater loser than *me* (should be *I*)

I am much taller than *him* (should be *he*)

He is as industrious as *me* (should be *I*)

Who could be as patient as *her*? (should be *she*)

**Note.**—If the ellipses were supplied, the sentences would be written as follows:

You are a much greater loser than *I* (am a great loser).

I am much taller than *he* (is tall).

He is as industrious as *I* (am industrious).

Who could be as patient as *she* (is patient)?

The following sentences, however, are correct:

I esteem you much more highly than *him*.

They gave me more than *her*:

for they mean

I esteem you much more highly than (I esteem) him.

They gave me more than (they gave) her.

**Exercise 9**

1. Choose one of the words in parenthesis and write these sentences correctly:

**A**

1. If any one fails it will not be (I—me).
2. It 'was not (me—I) that spoke.
3. I am certain it was not (he—him).
4. If I were (he—him) I would not do so.
5. It is (they—them) that you mean.
6. (Who—whom) do you live with?
7. (Who—whom) do you wish to see?
8. He is a person (who—whom) you can trust.
9. (Who—whom) do you think it is for?
10. You are not so merry as (us—we).
11. He is as good as (her—she).
12. She loved him more than (I—me).
13. (Who—whom) do you think him to be?
14. Is this the girl (who—whom) was called away?
15. (Who—whom) do you think I am?
16. Yes, it was (they—them) (who—whom) he meant.
17. (Whom—who) did you say told the secret?

**B**

1. Do you think it is (she—her) who is expected?
2. I should not go if I were (she—her).
3. It was not (he—him) (who—whom) you saw.
4. Some of (us—we) pupils are studying social science.
5. Will you agree to (us—our) buying a racket?
6. Have you read of (him—his) flying across the Atlantic?
7. It is a matter for you and (I—me) to decide.
8. All are prepared but you and (he—him).
9. You may have seen two girls, but it wasn't (we—us).
10. I have not heard of (him—his) receiving the prize.
11. He thought (they—them) to be (us—we).
12. If you were (he—him) what would you do?
13. (Who—whom) do you think it was?

2. Make five sentences with two pronouns connected by *and*.

**Examples—** { 1. You and I are friends, John.  
2. He and I will be there.  
3. It was done by him and me.

3. Make five sentences using a noun and a pronoun connected by *and*.

**Examples—** { 1. My companions and I were there.  
2. She and Jane are sisters.  
3. He will go with Ganpat and me.

### Good Well

35. *Good* is an adjective. It is often incorrectly used for the adverb *well*. Both *good* and *well* are used correctly in this sentence:

A *good* student studies his lesson *well*.

Fill the blanks with *good* or *well*:

1. He brought the — news from Ghent to Aix.
2. He learned to shoot —.
3. The pupils did their work —.
4. The pupils did — work.
5. A man may become — educated from reading — books.
6. He liveth long who liveth —.

### Exercises

1. Make five sentences using *good* correctly.

**Example—**The good woman had seen better days.

2. Make five sentences using *well* correctly.

**Example—**I am feeling well now.

## CHAPTER VI

## AGREEMENT OF THE VERB WITH THE SUBJECT

36. **Each, every, either, and neither** either stand for, or are followed by, a subject in the singular number:

*Each* of our guests *has departed*. (Not *have departed*)

*Each* in the assembly *is asking* the question.  
(Not *are asking*)

*Every* child in the school *tries* to be punctual and obedient. (Not *try*)

*Either* of these roads *leads* to the railway-station.  
(Not *lead*)

*Neither* of the accusations *is* true. (Not *are true*)

*None* generally follows the same rule; as,

Then *none was* for a party. (Not *were*)

37. The following kinds of compound subjects take singular verbs.

1. Compound subjects denoting *one* person, thing or idea; as,

A friend and schoolmate of mine *is* (not *are*) here. (One person)

A block and tackle *was* (not *were*) employed.  
(One thing) /

The sum and substance of the matter *is* (not *are*) this. (One idea)

2. Compound subjects modified by *each, every, many a, or no*; as,

Every man, woman, and child *was* (not *were*) sent back.

3. Compound subjects made up of singular subjects connected by *or*, *nor*, *either . . . or*, or *neither . . . nor*; as,

Neither age nor rank nor sex *was* (not *were*) respected.

Note carefully the following examples:

Neither women nor children *are* (not *is*) admitted.

Either you or I *am* (not *are*) wrong.

Either he or you *are* (not *is*) to go.

Neither he nor his sisters *were* (not *was*) there.

The explorer, with all his men, *was* (not *were*) lost.

Every one of the ships *was* (not *were*) saved.

The extent of his riches *is* (not *are*) not known.

### Exercise 10

Choose the proper form of the verb and give a reason for your choice:

1. Ram and Raman (is—*are*) here.
2. Father and I (am—*are*) going.
3. You and I (was—*were*) invited.
4. Each of the boys (is—*are*) ready.
5. Each of his brothers (are—*is*) in a favourable situation.
6. You and I (am—*are*) lucky.
7. The wages of these men (is—*are*) too low.
8. **Phonetics** (is—*are*) the science of sound.
9. The entire six gallons (was—*were*) lost.
10. The Roman nation (was—*were*) a great people.
11. Both time and money (was—*were*) lost.
12. Neither time nor money (were—*was*) lost.
13. Neither of them (seem—*seems*) to have any idea of it.
14. Not one of these apples (is—*are*) sound.
15. This kind of books (is—*are*) interesting.
16. One or the other of us (are—*is*) mistaken.

17. His end and aim in life (was—were) to do good.
18. The Captain with all his crew (were—was) saved.
19. Both moral and intellectual training (is—are) essential.
20. An old friend and schoolmate of mine (have—has) arrived.
21. Patience as well as industry (is—are) necessary to success.
22. Not a friend or a relative (was—were) invited.
23. The great poet and novelist (is—are) dead.
24. There (were—was) a great many reasons for rejoicing.
25. The long and short of the matter (are—is) this.
26. Slow and steady (wins—win) the race.
27. No nook or corner (was—were) left unexplored.
28. Every one of the offenders (pay—pays) the full penalty enacted by the law.
29. Every leaf and every flower (was—were) stripped off the tree.
30. Is there none who (pity—pities) me in my distress?
31. Either he or I (am—is) mistaken.
32. Either the boys or the girls (are—is) ready for the task.
33. The orator and the statesman (is—are) dead.
34. A horse and cart (stand—stands) at the door.
35. The General with his army (encamp—encamps) here to-morrow.
36. Each day and each hour (bring—brings) its duty.
37. Neither of the boys (were—was) chosen.
38. Every man, woman, and child (were—was) lost.
39. Every boy and girl in school (like—likes) the teacher.
40. In regard to details the committee (were—was) divided.
41. Next (come—comes) the Durga Puja holidays.
42. A number of interesting suggestions (has—have) been made.
43. Seven changes of costume (was—were) furnished.
44. There (lie—lies) in that district miles and miles of dreary desert.

## CHAPTER VII

## 88. AGREEMENT OF PRONOUN AND ANTECEDENT

Read these sentences :

1. Father says that *he* is not well.
2. Mother says that *she* is not well.
3. Sarala asked me to assist *her*.
4. My horse has injured *itself*.
5. Every tree is known by *its* fruit.
6. These men were praising *themselves*.
7. I *who* am guilty must atone.
8. I am a man *who* has had sore trouble.

Mistakes like the following are most common :

1. Somebody has left *their* hat there (should be *his*)
2. Let each one of us be on *our* (or *their*) guard (should be *his*)
3. Every human being has within *them* something eternal (should be *him*)
4. Everybody is discontented with *their* lot in life (should be *his*)
5. Each was thinking wholly of *themselves* (should be *himself*)

**Note.**—When the sex is not determined, we use the masculine gender as there is no singular pronoun in the third person that can stand for either gender.

89. Indefinite Pronouns.—Consider the following sentences :

1. *Each* of the two solutions seems to be correct.
2. *Each* came bearing a palm leaf.
3. Let *all* of us advance together.
4. You may have *either* of the two apples but not *both*.
5. Take *either* of the two or *any* of the six.
6. *Neither* of the twins is living.
7. *None* of the family is well.

**Note.—Each, all :—** **Each** applies to two or more taken separately, **all** to the entire number taken collectively.

**Either, both, any :—** **Either** applies to one of two but not both, **any** to more than two, **both** to two taken together.

**Neither, none :—** **Neither** means not the one nor the other of two. It means **not either**. Hence, **either** and **neither** should be used only in speaking of two persons or things. **None** applies to not any of more than two.

### Exercise 11

Choose one of the words in parenthesis and give a reason for your choice :

1. Each one should mind (his—their) own business.
2. Each child must bring (his—their) own pen.
3. Every man is accountable for (himself—themselves).
4. Let every one here do (his—their) best.
5. Not one of them would express (themselves—himself).
6. Let every person here look out for (themselves—himself).
7. Let each esteem others better than (himself—themselves).
8. I know every one here will do (their—his) best to help us.
9. Everybody has (their—his) own ideas which (he—they) likes not to change.
10. Are (either—both) of these men your friend?
11. London stands on (either—both) sides of the river Thames.
12. (Neither—none) of these two boys seems to have any idea about it.
13. No one can hope to succeed unless (they—he) cultivates the habit of perseverance.
14. We have lost (neither—none) of the two.
15. We have saved (neither—none) of the six.
16. I have no use for (either—any) of the two.
17. I have no use for (either—any) of the four.

## CHAPTER VIII

## COMPARISON OF ADJECTIVES

**40. Comparison of Adjectives.**—The comparative degree is used in comparing *two* things, the superlative in comparing *more than two* things; thus,

He is the *younger* of the two.

She is the *youngest* of the three.

**41.** Some double forms of the comparative and superlative are used in different ways; thus,

**Elder** and **eldest** apply only to persons and are now confined to members of the same family; as,

Mati is my *elder* brother.

Karim is his *eldest* son.

**Elder** should not be used when *than* follows. It is incorrect to say, He is *elder* than I (say, He is *older* than I).

**Older** and **oldest** are used of both persons and things; as,

Ram Babu is the *oldest* man in the village.

This is the *oldest* temple in Benares.

**Later** and **latest** suggest time; as,

This is of *later* date.

The *latest* (*most recent*) edition.

The *latest* news.

**Latter** implies a division and is often opposed to **former**; as,

The *latter* part of the day.

The *latter* refers to questions of price.

**Last** implies finality or position ; as,

His *last* words.

The *last* house in the street.

The *last* train leaves at 10-30 p.m.

**Farther** and **further**—*Farther* means *more distant*.  
*Further* means *additional*.

It is *farther* to Calcutta than to Bombay.

I have nothing *further* to say.

In practice, however, *farther* and *further* are both used of distance, but *farther* is never used in the sense of *additional*. It is incorrect to say, I have nothing *farther* to say.

**42.** Care must be taken not to compare a thing with itself. It is incorrect to say, China is larger than *any country* in Asia (hence, larger than itself). Say, China is larger than *any other* country in Asia.

The Superlative should not be followed by the phrase *of any*. It is incorrect to say, China is the largest *of any* country in Asia. Say, China is the largest *of all* the countries in Asia.

### Exercise 12

Choose the proper form and give a reason for your choice :

1. He is the (taller—tallest) of the two.
2. This is the (better—best) of the three.
3. Which is the (younger—youngest), you or Rahim ?
4. Which is the (heaviest—heaviest), ice or water ?
5. Which of the five men is the (stronger—strongest) ?
6. Of the two machines the (smallest—smaller) works the more quickly.

7. I do not admire (either—any one) of the three girls.
8. Iron is the most useful (of any metal—of metals).
9. Rahim is taller than (any one—any other one) in the class.
10. Calcutta is larger than (any—any other) city in India.
11. I am two years (elder—older) than he.
12. The (older—elder) horse is the more valuable.
13. Sarala is the (oldest—older than any) of her sisters.
14. This is a much (later—latter) edition.
15. I did not enjoy the (latter—later) part of the book.
16. I cannot make you a (farther—further) loan.
17. The (farther—further) bank is steep.
18. Ours is the (last—latest) house in the street.
19. "The Times" has the largest circulation of (any paper—all papers) in the world.

## CHAPTER IX

## ADVERBS

**43.** A few adverbs have two forms, which differ somewhat in meaning; as, *hard*, *hardly*; *late*, *lately*; *most*, *mostly*; *near*, *nearly*; etc.

Choose between the two adverbs and find a reason to justify your choice:

1. He works (hard—hardly).
2. I (hard—hardly) ever go.
3. He stood (near—nearly).
4. He seems to be (near—nearly) exhausted.
5. She is (most—mostly) candid.
6. His poems consist (most—mostly) of songs.

**44. Comparison of Adverbs.**—Mistakes are made more frequently in the comparative and superlative degrees by comparing adverbs as if they were adjectives; e.g.:

1. The children will learn their lessons *easier* (should be *more easily*)
2. The train moved *slowest* at this point (should be *most slowly*)
3. The bell rang *loudest* in the night (should be *most loudly*)
4. You must *run quicker* than that (should be *more quickly*)
5. Write *neater* (should be *more neatly*)

**Exercise**

Choose between the two forms and give a reason for your choice:

1. John talks (louder—more loudly) than I.
2. He can now run (smoother—more smoothly).
3. Please speak (more kindly—kinder) to him.

4. We can travel (safer—more safely) on foot.
5. Which can write (the better—best), Ram, Rahim or Ganpat?
6. We are now going (more deeply—deeper) into this subject.

**45. Position and Use of Adverbs.**—An adverb should always be placed as near as possible to the word it modifies. Note these examples of incorrect and correct position.

$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>He <i>only</i> died yesterday. He died <i>only</i> yesterday.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>He was <i>even</i> praised by his enemies. He was praised <i>even</i> by his enemies.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>He tried to reform <i>hard</i>. He tried <i>hard</i> to reform.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>I <i>never</i> remember to have seen him. I do not remember <i>ever</i> to have seen him.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>He was <i>not</i> ruined by neglect but by indulgence. He was ruined <i>not</i> by neglect but by indulgence.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>Repeat it <i>over</i> again. Repeat it again.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>We returned <i>back</i> home. We <b>returned</b> home.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>He seldom <i>ever</i> smiles. He seldom smiles.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>I generally <i>always</i> try. I generally (or <i>always</i>) try.</p>
$\left\{ \begin{array}{l} \text{Incorrect} \\ \text{Correct} \end{array} \right.$	<p>This is <i>universally</i> believed by all men. This is <i>universally</i> believed (or believed by all men).</p>

#### 46. Adjective or Adverb, Which ?

Sometimes we are puzzled whether to use an adjective or an adverb after certain verbs.

Certain verbs are followed by an adjective instead of an adverb:

1. They are quite *quiet*.
2. She grew *noble* and *brave*.
3. The storm became *violent*.
4. The boys turned out *honest* and *truthful*.
5. The servant proved *faithful*.
6. The child seems *happy*.
7. You must look *serious*.
8. Sit up *straight*.
9. Stand *still*.
10. We make the house *beautiful*.
11. The snake was rendered *harmless*.

#### Exercise 13

Choose between the two forms and give reason for your choice:

1. She talks (rapid—rapidly)
2. You look (happily—happy)
3. I grew (nervous—nervously)
4. They fought (brave—bravely)
5. You talk (foolish—foolishly)
6. You seem (foolish—foolishly)
7. He does not play so (good—well) as he once did.
8. Watch him very (close—closely)
9. You look (somewhat—some) better to-day.
10. I am feeling (tolerable—tolerably) well now.
11. She sang that song very (soft—softly) and (sweet—sweetly).
12. He looked very (fierce—fiercely) and spoke very (stern—sternly)
13. The wind roared very (loud—loudly) in the chimney.
14. He promised me (faithfully—faithful) to be here by six o'clock.

## CHAPTER X

## THE TENSES

47. Note these examples:

1. He called
2. He has called
3. He had called before I arrived.

Remember that

The Past Tense denotes past time.

The Present Perfect Tense denotes action, being, or condition complete at the present time.

The Past Perfect Tense denotes action, being, or condition completed at some point in past time before another action was commenced.

48. **The Sequence of Tenses.**—A Past Tense in the principal clause is followed by a Past Tense in the subordinate clause; as,

He *replied* that he *felt* better.  
I *saw* that the clock *had stopped*.

49. The Present or Future Tense in the principal clause may be followed by *any* Tense required by the sense; as,

He *thinks* that she *is* there.  
He *thinks* that she *was* there.  
He *thinks* that she *will be* there.  
He *will think* that she *is* there.  
He *will think* that she *was* there.  
He *will think* that she *will be* there.

50. Study the following sentences:

1. I heard that you arrived.
2. I had heard that you had arrived.
3. I had heard that you arrived.
4. I heard that you had arrived.
5. Mother said that we should go quickly.

6. Mother says that we shall go quickly.
7. When we are young, we believe that there are fairies.
8. When we were young, we believed that there were fairies.
9. He asked, "Where are you going?"
10. He asked us where we were going.
11. He said, "I shall go if I am (be) invited."
12. He said that he would go if he were invited.

### Exercise

Choose between the two tenses and give a reason for your choice:

1. He (came—has come) on Saturday.
2. I never (heard—have heard) such a speech.
3. Shakespeare (died—has died) in the year 1616.
4. During the present year many changes (took—have taken) place.
5. Where (have—had) you been yesterday?
6. Where (have—had) you been to-day?
7. I (ate—have eaten) nothing since yesterday.

**Note.** **Since** is used before a noun or a phrase denoting some **point** of time, and is preceded by a verb in the **present perfect tense**. **From** is also used before a noun or a phrase denoting some **point** of time, but unlike **since**, is used with **all the tenses**; as,

I commenced work *from* (not *since*) 10th April.  
He will join school *from* (not *since*) to-morrow.

8. I (was—have been) ill since Saturday last.
9. Our school (was—has been) closed for vacation since yesterday.
10. I (did not see—have not seen) him since last week.
11. Since the year 1800 the United States (had—has had) four foreign wars.
12. She (was—had been) here an hour ago.

**Note.**—The adverb **ago**, which means "in past time," belongs with the past tense rather than with the past perfect; as, It happened (not had happened) many years ago. With the past perfect tense, we should use **before**

or **previously** instead of **ago**; as, It **had** happened many years **before** (or **previously**).

13. She (was—had been) here an hour before.
14. When he came they (had—have) already arrived.
15. He promises that he (will—would) come.
16. They ask if they (shall—should) attend.
17. She promised that she (will—would) try.
18. They inquired if you (will—would) help.
19. They inquired if they (shall—should) go.

**Note.** We should be careful not to use the indicative **was** instead of the subjunctive **were**.

**51.** Read these examples :

- (1) I wish I **were** (not **was**) at home to-day.
- (2) If I **were** (not **was**) you I would speak.
- (3) He talks as if he **were** (not **was**) sorry.
- (4) He looked as if he **were** (not **was**) ill.
- (5) He walks as if he **were** (not **was**) tired.
- (6) I wish she **were** (not **was**) going too.
20. If this (was—**were**) Monday I would start.
21. If it (get—**gets**) cold, take a wrap with you.
22. If it (be—is) possible, help me out.
23. If she (was—**were**) here now, what would you do ?
24. Though I (was—**were**) surprised, I did not show it.
25. I (have—**had**) written the letter before he arrived.
26. We saw that the clock (has—**had**) stopped.
27. She (has—**had**) heard the news before you came.
28. The rain (has—**had**) stopped when we came out.
29. She replied that she (felt—**feels**) better.
30. He said that he (will—**would**) come.
31. He said that he (is—**was**) going home.
32. I said that I (will—**would**) try.
33. When he (has—**had**) finished his dinner, he rode away.
34. He picked up the book, which (has—**had**) fallen to the floor.
35. When Washington was fourteen years old he thought he (will—**would**) like a sailor's life.

## CHAPTER XI

## Shall Will

52. Note the following examples :

1. *I shall stay here a week.* (Prediction)
2. *I will pay you on Monday.* (Promise)
3. *We will spend a month there.* (Intention)
4. *You will help them all you can.* (Prediction)
5. *You shall stay there a week.* (Determination on speaker's part)
6. *He will not come here again.* (Prediction)
7. *He shall not come here again.* (Determination on speaker's part)
8. *Boys, you shall have a holiday.* (Promise)

53. In Statements.—To express futurity (that is, prediction as to what will happen) we use **shall** in the first person, **will** in the second or third.

To express will or determination on the speaker's part, we use **will** in the first person, **shall** in the second or third.

54. In Questions.—In the first person we use **shall**; as,

*Shall I stay?*

In the second or third person we use the auxiliary expected in the answer; thus,

<i>Question</i>	<i>Answer expected</i>
<i>Will you go along?</i>	<i>I will (or will not)</i>
<i>Shall you be glad?</i>	<i>I shall (or shall not)</i>
<i>Will he come soon?</i>	<i>He will (or will not)</i>
<i>Shall he be taken?</i>	<i>He shall (or shall not)</i>

Other examples:

1. *Shall* I mail this letter?
2. *Shall* we be on time?
3. *Shall* you go to Japan? (Yes, I *shall* go there—Futurity)
4. *Will* he go with me? (Yes, he *will*—Futurity)
5. *Will* you take charge of him? (Yes, I *will*—Determination)
6. *Shall* he complete this task? (Yes, he *shall*—Determination)

55. **Caution.**—We should guard against the common error of using *will* instead of *shall*; as,

Where *shall* (not *will*) I find you?

What *shall* (not *will*) I do?

I *shall* (not *will*) lose (be glad, sorry, or the like)

*Shall* (not *will*) you lose (be glad, sorry, or the like)?

### Exercise 14

Explain the difference in the meaning of the two auxiliaries:

1. I *shall* (*will*) not stay.
2. You *shall* (*will*) not stay.
3. I *shall* (*will*) be there at seven o'clock.
4. I *will* (*shall*) stay until you return.
5. You *shall* (*will*) have a holiday to-morrow.
6. You *will* (*shall*) hear from me before that time.
7. I *shall* (*will*) not be at the meeting to-morrow.
8. What if they *will* (*shall*) not yield?
9. You *will* (*shall*) write again before I leave.
10. You *shall* (*will*) have a new coat when you reach home.
11. He *will* (*shall*) not come until the work is completed.
12. What if she *will* (*shall*) not return after her school closes?

Supply *shall* or *will* in each blank and explain the meaning:

1. I —— win. (Futurity)
2. You —— win. (Futurity)
3. We —— be there. (Promise)
4. We —— be there. (Prediction)
5. —— you be there? (Prediction)
6. —— they be there? (Prediction)
7. You —— please be seated. (Request)
8. Children, you —— have a holiday. (Promise)
9. You —— not go. (Determination on speaker's part)
10. He —— not stay. (Determination on speaker's part)
11. He —— not stay. (Determination on part of subject)
12. —— you come to-morrow? (Yes, I shall come to-morrow)
13. —— you do this for me? (Yes, I will do it for you)
14. Surely you —— not desert me.
15. —— we go to the cinema to-night?
16. Alas! I —— be drowned and nobody —— help me.
17. Where —— we find you at noon?
18. I —— try to do better the next time.
19. —— you be glad to leave us?
20. —— we expect you this evening?
21. We think that we —— be ready in time.
22. He thinks that he —— be ready in time.
23. We promise you now that we —— do our best.
24. We intend to remain here until he —— return.

### Should Would

56. The rules for the use of *shall* and *will* apply also to the use of **should** and **would**. Note the following examples:

*In statements*

I **should** be glad to help. (Futurity)

He *would* be glad to help. (Futurity)  
 We *would* help you if you asked us. (Promise)  
 They *would* not go if they could. (Determination on part of subject)

### *In Questions*

<i>Question</i>	<i>Answer expected</i>
<i>Should</i> we stay here?	(In the first person)
<i>How should</i> you feel?	We <i>should</i> feel ——
<i>What would</i> you give?	I <i>would</i> give ——
<i>What would</i> they say?	They <i>would</i> say ——

### **Caution**

*Should* (not *would*) I find him at home now?  
*I should* (not *would*) be surprised if it happened.  
*Should* (not *would*) you be surprised if it happened?

### **Exercise 15**

Explain the difference in the meaning of the two auxiliaries :

1. I *should* (*would*) try.
2. Should (*would*) he help you?
3. Should (*would*) you pay this?
4. They *should* (*would*) not stay here.
5. Should (*would*) you do this if you were I?
6. He inquired if you should (*would*) be ready.
7. They said that they should (*would*) stay here.
8. What if they should (*would*) not agree to this?

Supply *should* or *would* in each blank and give a reason for your choice :

1. We —— be glad to help you.
2. He —— be glad to help you.

3. He —— not agree to this. (Determination)
4. What —— we do next?
5. What if it —— rain?
6. —— you be sorry to leave us?
7. You —— not hesitate to help him.
8. I —— like to know who he is.
9. I —— be greatly disappointed if you —— fail.
10. I —— force them to go if they —— not go otherwise.

### Miscellaneous Exercise 16

#### A

Choose between the two forms in each of the following sentences and give a reason for your choice:

1. Please (sit—set) it down.
2. We (set—sat) there all day.
3. She (learned—taught) me to draw.
4. Please (set—sit) down.
5. He (lay—laid) here long.
6. We must (lay—lie) still.
7. I was unable to (raise—rise).
8. Two dollars (is—are) enough.
9. This kind of books (is—are) very interesting.
10. Has she (wrote—written) the letter yet?
11. I have (ate—eaten) my dinner.
12. We are almost (froze—frozen).
13. He said that time (was—is) too precious to waste.
14. He said that he (was—is) glad to see me.
15. We came that we (may—might) be of service to you.
16. He promises that he (will—would) be there.
17. I fear that we (shall—will) miss it.
18. We (shall—will) do just as we have promised.
19. He asked if you (should—would) help.
20. There is no use of (your—you) going so soon.

## B

Correct or justify the following sentences :

1. Sit up straightly.
2. What makes you look so merrily?
3. It laid on my mind like a heavy weight.
4. The machinery will work easier, when you have oiled it.
5. He come in and said, " I done it myself, that I did."
6. Ah! Merry goes the time when the heart is young.
7. She had drank the cup of bitterness to the dregs.
8. Soft and firm came the answer, " I will never go back."
9. The house was shook down by the explosion.
10. He thought it oddly.
11. I lay the parcel in the summer-house before proceeding to the house.
12. You must run quick to get that train.
13. She has laid all day in a kind of stupor.
14. I do not admire either of the three girls.
15. Lay down and take a little rest.
16. Lake Superior is the largest of any other lake in the world.
17. Who are you seeking?
18. The corn with the sacks weigh a ton.
19. There is a great many people on the earth.
20. Policy as well as fashion forbid such conduct.
21. When you have studied the question you shall agree with me.
22. Treaty after treaty was signed but disregarded
23. If everyone would sweep their own door-step the street would be clean.
24. Are either of these men your friend?
25. You will lose much more than me by the failure of the bank.
26. He would have went with us if he had been invited.
27. Who should I meet the other day, but my old friend?

28. Near the door were placed a chair and a stool.
29. Who could be more beautiful than thou?
30. He punished him more severely than me.

### Key to Miscellaneous Exercise 16 B.

1. Sit up **straight**.  
The adjective **straight** is required here, as it qualifies the subject (**thou** or **you**), and not the verb **sit**.
2. What makes you look so **merry** ?  
The adjective **merry** is required here, as it qualifies **you**, and not the verb.
3. It **lay** on my mind like a heavy weight.  
The past tense of the intransitive verb **lie** is required.
4. The machinery will work **more easily** when you have oiled it.  
The adverb is required here, not the adjective, for it is the verb **will work** that is modified.
5. He **came** in and said, “ I **did** it myself, that I did.”  
The past tense **came** is required instead of the present **come**; **done**, too, is a past participle, and cannot form a predicate; the past tense **did** is required.
6. Ah, **merrily** goes the time when the heart is young.  
The adverbial form is really required here; but the use of **merry** may also be justified as a poetic licence.
7. She had **drunk** the cup of bitterness to the dregs.  
The participle is required; **drank** is the past tense of the verb.
8. **Softly** and **firmly** came the answer “ I will never go there.”  
Adverbs are required to modify **came**, not adjectives.
9. The house was **shaken** down by the explosion.  
The past participle is required; **shook** is the past tense of the verb.

10. He thought it **odd**.  
The adjective, not the adverb, is required to qualify it.
11. I **laid** the parcel in the summer-house before proceeding to the house.  
The past tense of the transitive verb **lay** is required.
12. You must run **quickly** to get that train.  
The adverb, not the adjective, is required here.
13. She has **lain** all day in a kind of stupor.  
The past participle of the intransitive verb **lie** is required.
14. I do not admire **one** (or **any one**) of the three girls.  
The word **either** can only be used when two are referred to.
15. **Lie** down and take a little rest.  
The present tense of the intransitive verb **lie** is required.
16. Lake Superior is the **largest lake** in the world.  
or  
'Lake Superior is **larger** than any other lake in the world.'
17. **Whom** are you seeking?  
The objective, not the nominative form is required, as it is the object of **are seeking**.
18. The corn with the sacks **weighs** a ton.  
The singular verb is required here, as the noun **sacks** is objective case, governed by the preposition **with**, and, therefore, does not affect the number of the nominative.
19. There **are** a great many people on the earth.  
The plural verb is required to agree with the plural subject **people**.
20. Policy as well as fashion **forbids** such conduct.  
The verb must be singular; **as well as** is merely a qualifying phrase and does not affect the number of the verb.

21. When you have studied the question you **will** agree with me.  
As an auxiliary of the future tense **will** is always used with the second person.

22. The sentence is correct.  
The verb **was** agrees with the singular subject **Treaty**.

23. If everyone would sweep **his** own door-step the street will be clean.  
A personal pronoun in the singular number is required to stand for **everyone** which is singular in force.

24. **Is** either of these men your friend?  
The word **either** is singular in force, and requires a singular verb.

25. You will lose much more than **I** by the failure of the bank.  
**I** is correct, because it is the subject of **shall lose**, understood.

26. He would have **gone** with us if he had been invited.  
The past participle **gone** is required; **went** is the past tense.

27. **Whom** should I meet the other day but my old friend?  
The objective case of the relative pronoun, not the nominative, is required, as it forms the object of **should meet**.

28. The sentence is correct.  
The plural verb **were placed** agrees with its subjects **chair** and **stool**.

29. The sentence is correct.  
**Thou** is the subject of **art beautiful**, understood.

30. The sentence is correct.  
The sentence is contracted; but if written in full, would be **He punished him** more severely than (he punished) me. The word **me** is, therefore, correct.

## CHAPTER XII

## WORDS COMMONLY CONFUSED

57. The following Exercises contain a number of words which are often used wrongly. If you have any difficulty with them you should work these Exercises several times.

## 1—SPELLING LESSON

**There** and **Their**

58. Remember: *There*, like *here*, is an adverb of place; while *Their* is a pronoun and shows possession.

Put the right word, *there* or *their* in these sentences:

1. Is —— anyone here?
2. We did not see them —— .
3. —— was no one in —— room.
4. They were all putting on —— coats.
5. They had been many days on —— journey.
6. It was —— that they lost —— way.

Write sentences using these phrases:

1. <b>There are</b>	3. <b>There were</b>	5. <b>Is their</b>
2. <b>Are there</b>	4. <b>Were there</b>	6. <b>Were their</b>

## 2—SPELLING LESSON

59. Copy these words:

weak	flour	tail
week	flower	tale

Transcribe the following sentences, and supply the missing words from the above list:

1. I found a pretty — in the garden.
2. Some boys have been absent all —.
3. His illness has made him very —.
4. — is made from wheat.
5. Our dog has a bushy —.
6. He told me a — about a fox without a —.

### 3—SPELLING LESSON

60. Write down these words:

some	deer	hole	night
sum	dear	whole	knight

Supply missing words from the above list:

1. Books used to be very — .
2. Now — books cost only a few pence.
3. The — can run very fast.
4. He gave a large — of money for the horse.
5. The mouse ran into a — .
6. In the — we sleep.
7. Have you filled the — of your book?
8. The — fell off his horse.

### 4—SPELLING LESSON

61. Write down these words:

new	red	sea	quite
knew	read	see	quiet

Supply missing words from the above list:

1. In the fields we — many pretty flowers.
2. The dog — his master at once.
3. — water contains salt.
4. The man gave me a — ball.
5. The sky is sometimes — at night.
6. The streets are — to-day.

7. Ganpat — very badly.
8. Badridas is now — a big boy.
9. He — that the book was —.

### 5—SPELLING LESSON

**62.** Copy these words :

hear	altar	missed
here	alter	mist

Supply missing words from the above list :

1. May we — our mistakes?
2. A — hangs over the mountain.
3. The children brought flowers for the
4. You may sit — by the fire.
5. Have you — your train, Rahim?
6. We could — the birds singing.

### 6—SPELLING LESSON

**63.** Copy neatly :

rose	no	blue
rows	know	blew

Write six sentences each containing one of the above words :

### 7—SPELLING LESSON

**64.** Copy neatly :

fore	seen	bad
four	scene	bade

Write six sentences each containing one of the above words.

### 8—SPELLING LESSON

**65.** Copy these words :

as	has	ass
rain	rein	reign

Supply missing words from the above list:

1. Much — has fallen to-day.
2. I saw him — he went past.
3. The lad — no — to drive the —.
4. How long has our King —?
5. My apple is not so big — yours.
6. Will it — to-day?

Write sentences using these phrases:

1. *as he*
2. *has he*
3. *as soon as*
4. *as he has*
5. *as I was*

### 9—SPELLING LESSON

66. Copy these words:

<b>road</b>	<b>heart</b>	<b>waist</b>
<b>rode</b>	<b>hart</b>	<b>waste</b>
<b>rowed</b>		

Fill in the missing words from the above list:

1. A belt is worn round the —.
2. We should not — time.
3. The — goes over the hill.
4. We — over the hill.
5. The boy has a loving —.
6. The sailors — the boat into the harbour.
7. A — was shot by a hunter.

### 10—SPELLING LESSON

67. Copy these words:

<b>dew</b>	<b>choose</b>	<b>princess</b>
<b>due</b>	<b>chose</b>	<b>princes</b>

Fill in the missing words from the above list:

1. The — was his only daughter.
2. Our postman is — about 8 o'clock.
3. Many — fought against King Arthur.

4. The girl was asked to — her prize.
5. She — a pretty doll.
6. The grass is covered with —.

## 11—SPELLING LESSON

### 68. Copy these words:

allowed	pale	straight
aloud	pall	strait

Fill in the missing words from the above list:

1. The youth's face was thin and —.
2. The dog ran — home.
3. The class was reading —.
4. England is separated from France by the — of Dover.
5. Dogs are not — in the park.
6. A woman was carrying a — of milk.

### Exercise

Write sentences to show the difference between:

1. <b>wear</b> and <b>ware</b>	2. <b>bear</b> and <b>bare</b>
3. <b>fair</b> and <b>fare</b>	4. <b>soul</b> and <b>sole</b>
5. <b>too</b> and <b>two</b>	6. <b>heard</b> and <b>herd</b>
7. <b>choir</b> and <b>quire</b>	8. <b>quay</b> and <b>key</b>
9. <b>him</b> and <b>hymn</b>	10. <b>weigh</b> and <b>way</b>

### Exercise

Write sentences to show the difference between

1. <b>write</b> and <b>right</b>	2. <b>seem</b> , and <b>seam</b>
3. <b>prays</b> and <b>praise</b>	4. <b>sale</b> and <b>sail</b>
5. <b>pair</b> and <b>pear</b>	6. <b>thrown</b> and <b>throne</b>
7. <b>medal</b> and <b>meddle</b>	8. <b>prey</b> and <b>pray</b>
9. <b>steel</b> and <b>steal</b>	10. <b>mail</b> and <b>male</b>
11. <b>buy</b> and <b>by</b>	12. <b>been</b> and <b>bean</b>
13. <b>piece</b> and <b>peace</b>	14. <b>coarse</b> and <b>course</b>
15. <b>sight</b> and <b>site</b>	16. <b>lose</b> and <b>loose</b>
17. <b>would</b> and <b>wood</b>	18. <b>heel</b> and <b>heal</b>

## 12—SPELLING LESSON

69. Copy these words and notice carefully the changes:

<b>please</b>	<b>hope</b>	<b>excite</b>	<b>love</b>
pleasing	hoping	exciting	loving
pleased	hopeful	excitement	lovable
			lovely

<b>use</b>	<b>agree</b>	<b>die</b>
using	agreeing	dying
used	agreeable	died
<b>see</b>	<b>free</b>	<b>shoe</b>
seeing	freeing	shoeing
<i>due</i> <i>duly</i>	<i>whole</i> <i>wholly</i>	<i>woe</i> <i>woful</i>
<i>true</i> <i>truly</i>	<i>awe</i> <i>awful</i>	<i>pure</i> <i>purer, purest</i>

## 13—SPELLING LESSON

70. Copy these words and notice carefully the changes:

<b>supply</b>	<b>try</b>	<b>hurry</b>
supplying	trying	hurrying
supplies	tries	hurries
supplied	tried	hurried

<b>carry</b>	<b>marry</b>
carrying	marrying
carries	marries
carried	married
carriage	marriage

<b>bury</b>	<b>buried</b>	<b>glory</b>	<b>glorious</b>
<b>easy</b>	<b>easily</b>	<b>happy</b>	<b>happiness</b>
<b>lady</b>	<b>ladies</b>	<b>rosy</b>	<b>rosier, rosiest</b>

**Exercise**

Make similar groups based upon the words:  
fly, dry, deny, occupy, satisfy, study, busy.

**14—SPELLING LESSON**

**71.** Copy these words carefully.

<i>play</i>	<i>pray</i>	<i>enjoy</i>	<i>pay</i>
<i>playing</i>	<i>praying</i>	<i>enjoying</i>	<i>paying</i>
<i>plays</i>	<i>prays</i>	<i>enjoys</i>	<i>pays</i>
<i>played</i>	<i>prayed</i>	<i>enjoyed</i>	<i>paid</i>

**Exercise**

Make similar groups based upon the words:  
obey, convey, decay, destroy, employ, dismay

**15—SPELLING LESSON**

**72.** When **all** and **full** are added to a word one **l** is generally left out.

	<b>all</b>		<b>full</b>
most	almost	beauty	beautiful
ready	already	peace	peaceful
so	also	skill	skilful
though	although	power	powerful
together	altogether	will	wilful
ways	always	spoon	spoonful
		duty	dutiful
		fill	fulfil

**Note.**—These words retain the **ll**: farewell, unwell, illness, stillness, smallness, uphill. Always use two words **all right** instead of **alright**.

## 16—SPELLING LESSON

73. Copy these words and notice carefully the changes :

<i>hop</i>	<i>fit</i>	<i>float</i>
hopping	fitter	floating
hopped	fittest	floated
<i>rob</i>	<i>hot</i>	<i>cheat</i>
robbing	hotter	cheating
robbed	hottest	cheated
<i>slip</i>	<i>big</i>	<i>creep</i>
slipping	bigger	creeping
slipped	biggest	crept
<i>defer</i>		<i>control</i>
deferring		controlled
deferred		
<i>occur</i>		<i>remit</i>
occurred		remittance
<i>prefer</i>		<i>level</i>
preferred		levelling
		levelled
<i>compel</i>		<i>travel</i>
compelled		travelling
		travelled
		traveller

**Exercise**

1. Make similar columns built up from the words:- whip, wrap, scrub, skip, meet, keep, enamel, quarrel, label, carol.
2. Write sentences using correctly six of the words given above.

## 17—SPELLING LESSON

## ie and eel

74. *Copy these words carefully:*

grief	believe	fierce	shield
chief	relieve	pierce	yield
thief	reprieve	pier	wield
brief	retriever	niece	field
mischief	siege	priest	friend

**eel** : receive, deceive, perceive, ceiling.

Observe the following words also take **ei** :

reign, sovereign, vein, veil, rein, foreign, height, leisure, seize.

**Exercise**

Write five sentences including words from the above list.

75. **Hyphen.**—Is used to connect the parts of a compound word; as,

maid-servant	son-in-law	ninety-nine
jack-o'-lantern	forget-me-nots	jack-of-all-trades

76. It is also used to connect parts of a word divided at the end of a line.

77. Remember that words must be divided only between syllables; as,

ad-journ	sep-a-rate
el-e-vate	pe-nin-su-la
en-ve-lope	com-pel-ling
yes-ter-day	for-get-ting

**78.** A word of one syllable should never be divided; as,

and, there, time, through, neigh.

If you do not know how to divide a word into syllables, your dictionary will help you.

**79. Writing Figures.**—Spell out numbers less than one hundred except when used in groups of three or more sets.

A sentence should never begin with figures. Figures do not follow figures; as,

In 1927 twenty-seven (not 27) firms were added to the syndicate.

### Exercise 17

1. Write the following sentences at your teacher's dictation:

1. My nose knows the difference.
2. When we meet let us buy some meat.
3. He will heal my heel.
4. The hair of the hare is brown.
5. When I went to the cell, he asked me to sell his coat.
6. Dare you sail across the spacious ocean?
7. It is fair that we should pay well for good fare.
8. The boar tried to bore a hole with its tusk.
9. He is joyful at the justice of the judgment.
10. The principle is the principal thing.
11. The plaintiff made a plaintive complaint.
12. A hideous hyena killed the iguana.
13. His health and wealth were no measure of his pleasure in life.

2. Write the following words at your teacher's dictation :

already	peach	quiet	foreign
traceable	health	quite	reprieve
outrageous	wreck	choose	seize
occurred	allies	loose	siege
opportunity	amateur	truly	earliest
easier	occasion	secretary	particular
seam	decision	separate	privilege
stream	decree	neighbour	spacious
sequel	degree	relieve	sovereign
beech	argument	receipt	chauffeur

3. Test your ability to use **ei**—**ie** by writing the following sentences at your teacher's dictation :

1. I do not **believe** that the **height** of the **ceiling** is more than **eight** feet.
2. **Either** is ready to **yield**.
3. Can you **pierce** that shining **shield** in the farthest **field**?
4. How much **freight** did you pay on the two boxes of **veils** and **handkerchiefs**?
5. **Neither** one has paid a **forfeit**.
6. **Seize** the **counterfeiter**.
7. A **brief** **reprieve** was **received** through the kindness of **their** **friend**, the **priest**.
8. This **relieved** the long **siege**.

4. Write the following sentences, putting capital letters where necessary :

“what!” said the master at length in a faint voice. “please, sir,” replied oliver, “i want some more.” the master aimed a blow at oliver's head with the ladle, seized him in his arms and cried for the beadle.

the board were sitting when mr. bumble rushed into the room, and addressing the gentleman in the high chair, said :

“mr. limbkins, i beg your pardon, sir! oliver twist has asked for more!”

(DICKENS: *Oliver Twist*)

## CHAPTER XIII

ANALYSIS OF SIMPLE SENTENCES  
(REVISION)

80. Every sentence has two parts:

<i>Subject</i> (The naming part)	<i>Predicate</i> (The telling part)
The wind	is blowing
The flowers	are all dead
The lions	roar
The fierce lions	roar loudly in the forest
They	sang
The boys and the girls	sang and played

## Exercise

Break up the following sentences into two parts:

1. Mary had a little lamb.
2. Fierce tigers live in the jungle.
3. Many boys live far from school.
4. Calcutta is a fine city.
5. The cuckoo returns every spring.
6. Rome was not built in a day.
7. I saw three ships come sailing in.
8. A stitch in time saves nine.
9. Old King Cole was a merry old soul.
10. A soldier with a drawn sword guarded the entrance.

81. When we break up a sentence into its parts we are said to **analyse** it.

82. When you analysed the sentences in the foregoing Exercise you saw that the subject was the part

which came *first* in the sentence. This is usually the case; but there are many sentences in which, for various reasons, the subject is not placed first.

Examine these sentences:

1. Brightly gleams our banner.
2. Merrily rings the wedding bell.
3. Into the street the piper stept.

Who or what is spoken about in the first sentence? *Our banner.*

In the second sentence? *The wedding bell.*  
In the third sentence? *The piper.*

83. When we have found the subject, the rest of the sentence will form the predicate. We can now rearrange the sentences so that the subject comes first in each case; thus—

<i>Subject</i>	<i>Predicate</i>
1. Our banner	gleams brightly
2. The wedding bell	rings merrily
3. The piper	stept into the street.

### Exercise

Analyse the following sentences:

1. Out spoke the warrior bold
2. Sweetly sang the lark.\*
3. From the river rose a cold mist.
4. There came a small spider.
5. Beside the gate two men were talking.
6. Then was heard the sound of laughter.
7. In the morning I went for a walk.
8. Into the rolling waves he leapt.
9. Alone stood brave Horatius.
10. Great praise the Duke of Marlbro' won.

**34. Different Forms of the Sentence**—Read over these examples:

1. <i>Direct statements</i>	The bell sank beneath the waves.
	The rover could hear the dreadful sound.
2. <i>Statements in unusual order</i>	Down sank the bell with a gurgling sound.
	The dreadful sound could the rover hear.
3. <i>Questions</i>	Have you ever seen an ostrich?
	When do you leave for Burma?
4. <i>Wishes</i>	Long live the King!
	May all the joys of life be yours!
5. <i>Exclamations</i>	What a surprise he gave us!
	How wonderful are the works of Nature!

### Exercise

1. Write **statements** about
  1. a tree 2. the moon 3. a leaf.
2. Write **statements in unusual order** about
  1. the wind 2. a tiger 3. a river.
3. Write **questions** about
  1. a train 2. an accident 3. a dog.

4. Write **wishes** about

1. your mother
2. your brother
3. your country.

5. Write **exclamation sentences** about

1. fire
2. sunset
3. war.

**85. Analysis.**—It is now possible for us to analyse a sentence more fully. Before we proceed to do so, let us summarise what we have already learnt about a sentence and the parts of speech.

1. A sentence consists of two main parts—**Subject** and **Predicate**.

2. The **subject** is the part which contains the name of the person or thing we are thinking about when we make the sentence.

3. The **predicate** is the rest of the sentence, and makes a statement about the person or thing named in the subject.

4. The main word in the subject is a **noun** (or a pronoun).

5. The main word in the predicate is a **verb**.

6. If the verb is **Transitive** it will have a noun (or pronoun) following it as an **object**. If the verb is **Intransitive** it will not have an object.

7. The words that go with nouns are called **adjectives**.

8. When the adjective stands close to a noun it is said to be used **attributively**. When the adjective forms part of the predicate and is separated from the noun by a verb, it is said to be used **predicatively**.

9. The words that go with verbs are called **adverbs**.

86. **Complements.**—Examine the following sentences:

1. This paper *is* . . . . (white).
2. The room *became* . . . . (dark).
3. The man *seems* . . . . (a gentleman).
4. The judge *set* the prisoner . . . . (free).

It will be noticed that the verb in each sentence requires the aid of another word to make a complete predicate.

Such verbs are said to be of **Incomplete Predication**.

The words which are added to the verb to make complete sense are called **Complements**.

Now examine the Predicates in the following examples:

<i>Subject</i>	<i>Predicate</i>
1. She	is my friend
2. They	are fortunate
3. It	was they
4. Alfred	became king
5. She	seems tired
6. The sky	grew dark
7. The cup	is full to the brim
8. The children	look healthy
9. Napoleon	was made Emperor
10. Flowers	make a room beautiful

87. In analysis it is customary to use certain other terms that require explanation.

(1) Words going with nouns are called **Attributes** or **Enlargements**; as,

1. *Two young cocks were fighting fiercely.*
2. *I saw a huge elephant.*
3. *William the Conqueror defeated Harold.*
4. *An old man with white hair met Hiawatha in the forest.*
5. *The church near the school was built two hundred years ago.*

(2) Adverbs or groups of words, doing the work of adverbs are called **Adverbial Qualifications** or **Extensions** of the verb; as,

1. *He plays magnificently.*
2. *Yesterday the rain fell heavily.*
3. *A tall man holding an umbrella crossed the road very quickly.*
4. *A number of lily-white ducks were quacking loudly beside the brook.*
5. *A long table set with tea-cups was placed under a tree in front of the house.*

88. We can now set out our scheme of analysis:

SUBJECT		PREDICATE				OF Verb of Incomplete Prediction	
Noun	Attribute	Verb	Complement	Object	Attribute of Object	Adverbial Qualification	
Who?	What kind of?	<i>The word</i> which makes a statement		Whom?	What kind of?	How?	
What?	How many?	...		What?	After a	How much?	When?
	How much?	...			Transitive	How many?	Where?
	Which?			Verb	Which?		Why?

An examination of some examples will make this clear.

1. Merrily rings the noon-day bell.

The subject in this sentence is *the noon-day bell*.

The predicate is *rings merrily*.

Of the subject words, *bell* will go in the **Noun** column, and *the noon-day* in the **Attribute** column, because these words describe **what kind** of bell.

Of the predicate words, *rings* is the verb and goes in the **Verb** column; *merrily* tells **how** the bell rings, and goes in the **Adverbial Qualification** column.

The above sentence and the following are shown analysed in tabular form below:

2. Brightly gleams our banner.
3. Yesterday I saw a huge aeroplane.
4. The whole party swam ashore.
5. The boy knew not his own father.
6. This is my own, my native land.
7. The stars are the poetry of heaven.
8. We two are the greatest folks here to-day.

### General Analysis

<i>Subject</i>	<i>Predicate</i>
1. The noon-day bell	rings merrily
2. Our banner	gleams brightly
3. I	saw a huge aeroplane yesterday
4. The whole party	swam ashore
5. The boy	knew not his own father
6. This	is my own, my native land
7. The stars	are the poetry of heaven
8. We two	are the greatest folks here to-day.

## Detailed Analysis

SUBJECT				PREDICATE			
Noun	Attribute	Verb	Complement	Object	Attribute of Object	Adverbial Qualification	
bell	... The noon-day	rings	...	...	...	merrily	
banner	Our	... gleams	...	...	...	brightly	
I	...	saw	...	...	...	...	
party	The whole...	swam	...	...	...	yesterday	
boy	The	... knew	...	...	...	ashore	
This	...	is	...	...	his own	not	
stars	The	... are	...	...	...	...	
We	two	... are	...	...	1 here 2 to-day	...	

## Exercise 18

Make (1) a general, (2) a detailed analysis of the following sentences :

1. Quickly the news spread.
2. Humpty Dumpty had a great fall.
3. Out spoke the warrior bold.
4. Who killed Cock Robin?
5. Some thieves entered a large house.
6. A tall, lean, and hungry man stopped me here yesterday.
7. The shop in the Avenue Road belongs to the dairyman.
8. Sham Sundar, the greengrocer, sells fruit and vegetables.
9. The temple near the school was built two hundred years ago.
10. An eager, laughing, dancing throng  
Marched gladly, joyously along.
11. The warlike Romans subdued the whole country  
with great rapidity.
12. His father, faint and dying, his voice no longer heard.
13. How mighty, how majestic, are thy works.
14. The service past, around the pious man,  
With ready zeal each honest rustic ran.
15. Week in, week out, from morn till night,  
You can hear his bellows roar.
16. A friend may well be reckoned the masterpiece  
of nature.
17. It is a miserable thing to live in suspense.
18. Beyond the Alps lay Italy, the goal of Hannibal's ambition.
19. I'll give you a silver pound,  
To row us o'er the ferry.
20. Comets are star-like bodies with bright heads  
and long tails.
21. How young art thou in this old age of time.
22. Across the field and into the wood bounded the deer with the pack in full cry after him.

## CHAPTER XIV

## KINDS OF PHRASES

89. **A Phrase.**—Read these groups of words:

1. *of great riches*
2. *at the gate*
3. *from time to time*

A group of related words of this kind containing no subject and predicate is called a **Phrase**.

90. **Adjective Phrases.**—Sometimes a phrase is used instead of a single word to describe a noun.

Thus we could say:

He wore a coat *of mail* (instead of a *mail* coat), and carried a sword *of steel* (instead of a *steel* sword).

Examine the following pairs of sentences:

1. The *bookstall* man told me so (*adjective*).  
The man *at the bookstall* told me so (*adjective phrase*).
2. He is a *peculiar* man (*adjective*). He is a man *of great peculiarity* (*adjective phrase*).
3. The plan was *ingenious* (*adjective*). It was a plan *of great ingenuity* (*adjective phrase*).

### Exercises

1. Give phrases for each of the adjectives in heavy type in these sentences:

1. His shoes were **muddy**.
2. The boy was **breathless**.
3. She is a **very careful** person.
4. He wishes to be **healthy, wealthy and wise**.

2. Write sentences using the following adjective phrases:

1. of great riches	3. of a very strange kind
2. without hat or coat.	4. of a greenish colour
5. with scarlet cheeks	

91. **Adverb Phrases.**—In writing we often use a phrase of several words to do the work of an adverb. Here are some examples:

Instead of saying *silently*, we can say *without a sound*, or *in silence*, or *making no noise*.

In the same way, instead of *then*, we can say *on that day*, or *at that time*.

For adverbs of place we may use many phrases, thus *there* might be *in the field*, or *in the playing-field*, or *up the tree*.

Examine the following pairs of sentences:

1. The man stood *here* (*adverb*). The man stood *on the road* (*adverb phrase*).
2. He came *yesterday* (*adverb*). He came *this afternoon* (*adverb phrase*).
3. He works *well* (*adverb*). He works *in a satisfactory manner* (*adverb phrase*).

92. It will be noticed that the adverb phrases in the above sentences do all the work of the adverbs, which they replace. We can, for instance, move the phrase from one part of the sentence to the other without altering the sense; thus—

1. *In the road* the man stood.
2. *This afternoon* he came.
3. *In a satisfactory manner* he works.

### Exercises

Try to find one word which has the same meaning as each of these phrases:

1. <b>once upon a time</b>	3. <b>with great eagerness</b>
2. <b>at a slow pace</b>	4. <b>without delay</b>
5. <b>with a great deal of noise</b>	

Use the following phrases in sentences of your own:

1. near the river	2. by the side of the sea
3. at a swift pace	4. once upon a time
5. in the distance	6. here and there
7. from time to time	8. from head to tail
9. as rapidly as possible	10. in a very clever manner

**93.** A phrase may be an adverb phrase in one sentence and an adjective phrase in another.

Examine the following sentences:

1. The house stood (where?) *on the hill* (adverb phrase). The house (which?) *on the hill* is a large one (adjective phrase).

2. The picture (which?) *near the door* is a good one (adjective phrase). The picture hangs (where?) *near the door* (adverb phrase).

3. The mouse crept (where?) *under the table* (adverb phrase). The mouse (which?) *under the table* frightened the child (adjective phrase).

**94. Noun Phrases.**—Note how each of the following italicized phrases has the use of a noun:

1. We want *to go along*.
2. *To do this* is easy.
3. I like *to read good books*.

*To go along* is the direct object of the verb *want*, for it tells what we want; hence it has the use of a noun. Examine the other two groups of words in italics.

Phrases having the use of nouns are called **Noun Phrases**.

### Exercise 19

1. Write six sentences containing adverb phrases.
2. Write six sentences containing adjective phrases.

3. Use the following phrases in sentences (1) as adverb phrases, (2) as adjective phrases.

1. in the road	2. over the sea
3. from China	4. against the wall
5. above the clouds	6. by the river
7. near the school	8. with a merry laugh
9. between them	10. without arms or legs

4. Rewrite the following sentences putting phrases in place of the words in heavy type:

1. The picture shows a **Swiss** Valley.
2. The **snow-clad** mountains shut in the valleys.
3. A **one-armed** soldier lives in the end cottage.
4. In **one** of the cottages is a **valuable old** table.
5. The children troop **noisily** home from school.
6. The sun is low, and it will **soon** be dark.
7. A motor came **quickly** round the corner.
8. The tired ploughman walks **wearily** along the road.
9. Come **hither** my little daughter.
10. The enemy **rapidly** advanced.
11. Every approach to the castle was **carefully** guarded.
12. **Sadly** we turned and left the spot.
13. He lives in the **corner** house.
14. We admired the **autumnal** tints.
15. They filled the sky with **joyful** shouts.

5. Write these sentences putting a single word instead of the phrases in heavy type:

1. We stayed **in that place** six weeks.
2. A lady **from Germany** paid us a visit.
3. **A cold wind from the north** brought a snow-storm.
4. We visited a cavern **under the ground**.
5. The girl carries the basket **with great care**.
6. I should like to spend a holiday **in this place**.
7. The cottages have roofs **of thatch**.
8. Round the corner is a church **mantled with ivy**.
9. We saw a man **with one arm**.
10. A man **with a wooden leg** showed us the caves.
11. A stone **covered with moss** stands near.

6. Compose sentences to illustrate the use of each of the following phrases as directed:

1. **from the country** (adverbial phrase)
2. **with honour** (adverbial phrase)
3. **of great value** (adjective phrase)
4. **with a large income** (adjective phrase)
5. **to return home** (noun phrase)
6. **at six o'clock** (adverbial phrase)
7. **to help you** (noun phrase)
8. **with a smile on it** (adjective phrase)
9. **to die for one's country** (noun phrase)
10. **on this spot** (adverbial phrase)
11. **into the garden** (adverbial phrase)
12. **full of hope** (adjective phrase)

95. **Word Groups and Phrase Groups.**—The great art of writing lies in arranging words and phrases in the best possible way. Consider the words,

*he, live, long, may,*

These may be arranged in different ways to form sentences:—

- (1) **Long may he live!**
- (2) **He may live long.**

So with Phrases :

*the dog sleeps  
with paws of silver  
like a log  
couched in his kennel*

1. With paws of silver, the dog sleeps, couched in his kennel, like a log.

Or, very much better as the poet arranges them—

*Couched in his kennel, like a log,  
With paws of silver, sleeps the dog.*

### Exercise

Arrange these words to make the best sentences :

1. again he ride never would
2. morning Prince early the in awoke
3. apples likes ripe Badri rosy
4. way wind the come does which (question)
5. only a penny are each those oranges
6. very strong ought tea to be not

**96.** Subjects and Predicates may be enlarged by **Adjuncts.** Thus the sentence *Birds sang* may, by additions to the subject and predicate, become

### Birds sang

Little birds sang sweetly.

Many little birds sang sweetly in the tree.

Many little birds with yellow heads sang sweetly in the mango-tree.

Many little birds with yellow heads sang sweetly in the mango-tree near our house.

Many little birds with yellow heads sang sweetly in the mango-tree near our house every morning.

## Exercise 20

Choose a word from each column so as to make ten short statements. Add words and phrases to each of your ten statements so as to make full sentences like above.

Adjectives	Nouns	Verbs
loud	children	roared
black	flowers	ran
tall	boys	bloom
little	girls	came
pretty	tree	work
merry	noise	are playing
good	lions	blew
strong	breeze	was heard
fierce	dog	fell
pleasant	porter	sang

2. Use the following phrases in sentences of your own :

1. in the sky
2. at the gate
3. beside the stream
4. behind the counter
5. near the telephone
6. in the corner
7. on the platform
8. in the train
9. with the luggage
10. in the booking office
11. up into the air
12. with a pointed knife

**Example**—The lark sang its carol in the sky.

3. Write these phrases in sentences of your own :

1. at the wheel
2. in the days of long ago
3. before the time of the Romans
4. at a slow pace
5. with a great deal of noise
6. to and fro

**Example**—The man at the wheel guides the ship.

4. Arrange each of these groups of words to form a sentence :

- (1) silver fruit  
this way and that  
upon silver trees  
she peers and sees
- (2) alone  
the white owl  
and warming his five wits  
in the belfrey sits
- (3) where he was  
it was said  
and at last  
no one knew  
that he was dead
- (4) till they came  
up they went  
to the black cloud  
higher and higher
- (5) all at once  
to caper and leap  
and to dance for joy  
then  
he began
- (6) on a bank  
grew a daisy  
amid the bright green grass  
outside the palings
- (7) ran merrily  
all the little boys and girls  
after the wonderful music  
with rosy cheeks and flaxen curls  
with shouting and laughter  
and sparkling eyes and teeth like pearls  
tripping and skipping

5. Write a sentence using these nouns :  
**boy, letter, pencil.**

6. Write a sentence using these nouns:  
**dog, bone, kennel.**

7. Write a question using these nouns:  
**gardener, lily, garden.**

8. Write a question using these nouns:  
**maid, letter, table.**

9. Write a sentence using these words in any order:  
**boy, street, rupee, school.**

10. Write a sentence using these words in any order:  
**spring, cuckoo, sound, woods.**

11. Write down the five questions to which these sentences are the answers:

- (1) The postman calls at eight o'clock in the morning.
- (2) No, we did not meet any one in the road.
- (3) The greengrocer sells fruit and vegetables.
- (4) Yes, I saw Badridas in the playing-ground.
- (5) The motorist sounds a horn to tell people to get out of the way.

12. Write down:

- (1) What you would say to the grocer if you wanted one pound of tea and two pounds of sugar.
- (2) What you would say to the dairyman if you wanted two seers of milk and one seer of butter.

13. Describe what you usually do on Sundays.

14. Suppose you are a piece of coal in a coal-box. Tell how you got there.

15. Suppose you are a street-lamp. Tell of some of the things you see by day and by night.

## CHAPTER XV

## SENTENCES COMBINED

97. Sentences may be combined by means of, Relative Pronouns; thus—

$\left\{ \begin{array}{l} \text{Separate} \\ \text{Combined} \end{array} \right.$	That is the boy. The boy broke the window. That is the boy <b>who</b> broke the window.
$\left\{ \begin{array}{l} \text{Separate} \\ \text{Combined} \end{array} \right.$	This is the house. Jack built the house. This is the house <b>that</b> Jack built.
$\left\{ \begin{array}{l} \text{Separate} \\ \text{Combined} \end{array} \right.$	The ball is on the floor. It belongs to the baby. The ball <b>which</b> is on the floor belongs to the baby.

## Exercises

1. Combine, as in the examples just given, the following pairs of sentences:

1. The boy is crying. The boy is called Raman.
2. Lila is the girl. You want Lila.
3. The table is old. It stands in the room.
4. The lady sits on the chair. She is baby's aunt.
5. The horse goes well. I bought the horse.
6. The grocer has sent for the police. The grocer's goods were stolen.
7. The curtain hangs before the window. It is made of silk.
8. The man dug the garden. His name is Ramdin.
9. That is the man. The man's window was broken.
10. The flowers are on the table. They were gathered this morning.

2. Complete the following by putting in each space a group of words beginning with *who* or *which*:

1. The chair . . . . is old.
2. The baby . . . . is three years old.
3. The flowers . . . . grew in our garden.
4. The thimble . . . . was found under the carpet.
5. The girl . . . . is reading a book.
6. The lady . . . . sings songs to baby.
7. The boy . . . . is kind to the goat.
8. The sea . . . . was very rough yesterday.

98. Sentences are combined by means of Conjunctions; thus—

### A

{ Separate { Combined { Separate { Combined { Separate { Combined { Separate { Combined { Separate { Combined	Ram is going to school. Rahim is going to school. Ram <b>and</b> Rahim are going to school. The orange is juicy. The orange is refreshing. The orange is juicy <b>and</b> refreshing. You must go. I must stay. You must go <b>or</b> I must stay. The boy tried hard. The boy did not succeed. The boy tried hard <b>but</b> he did not succeed. It was ten o'clock. I went into school. It was ten o'clock <b>and so</b> I went into school. or, It was ten o'clock <b>so</b> I went into school.
--	---

**Note.**—The words **and**, **or**, **but** and **so** (or **and so**) are joining words.

**Exercise**

Combine the following pairs of sentences by using one of the Conjunctions **and**, **but**, **or**, or **so**.

1. You came. I went away.
2. The child was tired. The child was sleepy.
3. Will you have tea? Will you have coffee?
4. Jack went up the hill. Jill went up the hill.
5. Time waits for no man. Tide waits for no man.
6. I looked for my book. I did not find it.
7. Plums looked ripe. They were not sweet.
8. My father was unwell. My mother sent for the doctor.
9. My brother was very late. He missed the train.
10. My brother was very late. He did not miss the train.
11. The man procured a key. He opened the box with it.
12. The sound was low. It was very clear.
13. This boy was run over. Two of his ribs were broken.
14. Ananta is a small man. He is very strong.

**99.** Sentences are combined by means of the Conjunctions :

**Because, if, unless, as, though, thus—**

**B**

$\left\{ \begin{array}{l} \text{Separate} \\ \text{Combined} \end{array} \right.$	We could not see far. It was foggy.
	We could not see far because it was foggy.

$\left\{ \begin{array}{l} \text{Separate} \\ \text{Combined} \end{array} \right.$	You will get the prize. You deserve it.
	You will get the prize if you deserve it.

Separate	The story is true. You do not believe it.
	Combined The story is true <b>though</b> (or <b>although</b> ) you do not believe it.
Separate Combined	You will see him. He is late. You will see him <b>unless</b> he is late (=You will see him <i>if</i> he is <i>not</i> late).
Separate	The dog could not enter the hole. The hole was too small.
	Combined The dog could not enter the hole <b>as</b> it was too small.

### Exercises

1. Combine the following pairs of sentences by using one of the joining words given in the sentences at the top :

- Send for me. You want me.
- He spoke the truth. He was not believed.
- He came. You called him.
- He might have succeeded. He had tried.
- Freely we serve. We freely love.
- Mohan lost the purse. He was careless.
- Badri will get the prize. He is idle.
- The man was contented. He was poor.
- The plants will not grow. The ground is dry.
- The flowers are fading. They have no water.
- You will not be happy. You are good.
- The boat put into the harbour. A storm came on.
- He told us we could go. Our parents objected.
- Rahim will not see his father. He hurries.

2. Write sentences containing the following :

- and joining two nouns.
- and joining two verbs.
- and joining two statements.
- for joining two statements.
- because joining two statements.
- but joining two statements.

## 100. Notice these two sentences:

The old man sits on a chair.

He smokes his pipe.

They can be made into one sentence in several ways:

1. The old man sits on his chair and smokes his pipe.
2. The old man who sits on his chair smokes his pipe.
3. The old man smokes his pipe while sitting on his chair.
4. The old man sits on his chair smoking a pipe.

**Exercise**

Join these sentences in as many ways as you can:

1. The fisherman mends nets. The fisherman sings songs.
2. The ducks swim. The ducks search for food.
3. The neighbours stand. The neighbours gossip.
4. The wind roars. The wind sweeps over the land.
5. The traveller looks at the cottage. The traveller passes by.

## 101. Notice these little sentences:

1. The boy was little. The boy lost his book.  
The book was pretty. It was new. He lost it yesterday. He lost it in the afternoon.

2. The girl was little. She had a pink dress.  
She blew bubbles. She blew bubbles yesterday.

The sentences in each of these groups can be combined so as to form one, thus—

1. The little boy lost his pretty new book yesterday afternoon.

2. Yesterday the little girl with the pink dress blew bubbles.

Exercises

1. Combine the following sets of sentences in as many ways as you can:
  1. The man is tall. He struck his head. He was entering a car. The car was low.
  2. The cow is black. She is grazing. She is grazing in a meadow. The meadow is beside the river.
  3. A great battle began. It was between the English and the Scotch. It began next morning. It began at break of day. It was at Bannockburn.
  4. The plaintiff made his bow. The defendant had nothing more to say. The Court decided to postpone the hearing of the case.
  5. The stool is old. It is made of teak. The basin stands on the stool.
  6. A blackbird has a nest. The nest is in the shrubs. The nest has five eggs in it.
  7. The captain sprang to the front. He called his men. He led them towards the enemy.
  8. The fireman scaled the ladder. He entered the window. He rescued the child.
  9. One day a fox saw some grapes. The day was hot. The fox was hungry. The grapes were ripe. They hung on a wall. The fox took a spring to seize them.
  10. The driver jumped into the sledge. He took the reins. He whipped the horses. He soon disappeared.
  11. The flowers are tall. They are waving. The breeze causes them to wave. The breeze is gentle.
  12. A battle was fought. It was between Napoleon and Wellington. The battle was fought at Waterloo. It was in the year 1815.
  13. The child was born at Puri. It was in the year 1932. The day was Thursday. It was the twenty-ninth of June.

14. A wolf fell in with a dog. The wolf was hungry. The wolf was lean. The dog was fat. The dog was sleek.
2. Write sentences, using the joining words *and*, *but*, *because*, *when*, and *if*.
3. Write sentences, using the joining words *while*, *although*, *yet*, *as*, and *since*.
4. Put the right joining word in the blank spaces in these sentences:

1. He went away —— no one came to the door.
2. I will go —— I would rather not.
3. He mended it —— we waited.
4. He walked on —— he was very weary.
5. He is very tired —— he will not go to bed.
6. I was the giant great and still,  
— — sits upon the pillow hill.

### Exercise 21

#### Simple Narrative (Oral)

##### (1) THE CROW AND THE JUG.

1. It was a hot day.
2. A crow was very thirsty.
3. She saw a jug.
4. There was very little water in it.
5. She could not reach it.
6. She found some stones near the jug.
7. She dropped them one by one into the jug.
8. The water rose higher.
9. She dropped more stones into the jug.
10. The water came to the mouth of the jug.
11. She then drank the water.
1. Read the story carefully.
2. Answer your teacher's questions.
3. Tell the story from memory.

**Simple Narrative (Written)**

4. Rewrite the story in four sentences. Group the sentences as follows:

1 and 2; 3, 4 and 5; 6, 7 and 8; 9, 10 and 11.

**Simple Narrative (Oral)****(2) THE MAN AND THE SNAKE**

1. It was a cold morning.
2. A man saw a snake.
3. It was nearly dead.
4. It lay by the side of the road.
5. The man took pity upon it.
6. He carried it home.
7. He put it near the fire.
8. The snake soon revived.
9. It could move about.
10. It soon came by the man's little child.
11. It opened its mouth to bite the child.
12. The man saw this.
13. He was very much alarmed.
14. He ~~killed~~ the snake.
  1. ~~Read~~ the story carefully.
  2. ~~Answer~~ your teacher's questions.
  3. ~~Tell~~ the story in your own words.

**Simple Narrative (Written)**

Rewrite the story in the following groups:

1, 2, 3 and 4; 5, 6 and 7; 8 and 9; 10 and 11; 12,  
13 and 14.

### Simple Narrative (Oral)

#### (3) THE BOY AND THE WOLF.

Read the story carefully :

1. A boy kept watch on a flock of sheep.
2. The boy was heard from time to time to call out "The Wolf! The Wolf!" in mere sport.
3. His cries were heard by the men in the fields.
4. The men rushed to drive off the wolf.
5. They found it was a joke.
6. The wolf was not there.
7. The men had been deceived like this very often.
8. The men made up their minds that should the boy call "Wolf" once more they would not stir to help him.
9. Once at last the wolf did come.
10. The boy called out in great fear "The Wolf! The Wolf!"
11. No one went to him this time.
12. All thought it one of his tricks.
13. His tricks were now well known.
14. The wolf killed the boy.
15. The wolf ate the sheep at leisure.
16. They speak lies.
17. One knows not how to trust them.
18. They may tell once the truth.

Tell the story in your own words.

### Simple Narrative (Written)

Rewrite the story in the following groups—  
 3 and 4; 7 and 8; 12 and 13; 16 and 17 (using the **Relative Pronouns**); 5 and 6; 9 and 10; 14 and 15 (using **and**); 10 and 11 (using **but**); and 17 and 18 (using **though**).

## CHAPTER XVI

## LETTER-WRITING

## THE LETTER PICTURE

1

2

3

4

5

6

7

## LETTER PICTURE COMPLETED

99, JUMMA MASJID ROAD.

Delhi, March 14, 1935.

DEAR RAMLAL,

*Father, mother and I expect to make a trip to the Jumna Aqueduct and the Kutab Minar to-morrow morning. There is an extra seat in our car. Will you join us?*

*We can call for you at seven o'clock. Mother says she will have lunch for us all.*

Your affectionate Friend.

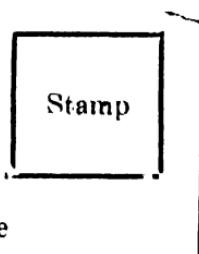
MOHANLAL.

Sj. RAMLAL BOSE

7 SAMRU PLACE,

Raisina, New Delhi.

## OUTSIDE ADDRESS



Sj. Ramlal Bose

7 Samru Place

Raisina

 99, JUMMA MASJID ROAD  
 Mohanlal  
 Delhi.

NEW DELHI

**102. Parts of a Letter.**—The figures in the diagram denote the different parts of a letter.

1. The writer's address.
2. The date when the letter is written.
3. The **Salutation** or greeting: as, *Dear Ramlal.*
4. The body of the letter; what the letter is about. This is the news part.
5. The **Complimentary Close**; as, *Your affectionate Friend.*
6. The signature: the name of the writer: as, *Mohanlal.* This tells who wrote the letter.
7. The name and address of the one to whom the letter is written. No. 7 may be omitted only when you write to the members of your own family or to your closest friends.

**103. The Address on the Envelope.**—In addressing the envelope, take special care to write legibly. It is common practice now to omit all marks of punctuation on the envelope. In the lower left-hand corner of the envelope, the sender's name and address should be plainly written. This is called the **Return Address**.

**104. Beginnings and Endings of Letters.**—Study the following beginnings and endings of letters. Note all the capital letters, commas, and full stops.

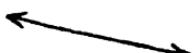
59, PATUATULI STREET,  
Dacca, Decr. 12, 1933.

MY DEAR FATHER,

Your loving Son,  
KARIM.

“ SANTI NIKETAN,”  
 22, STATION ROAD,  
*Madhupur, Sep. 9, 1933.*

DEAR GOBIND,



Your affectionate Friend,  
 ARJUN.

**Exercise**

Write a beginning and ending for a letter to

1. Your mother.      2. Your brother.
3. Your friend.      4. Your uncle.
5. Your teacher.

**105.** Let us study the following **Salutations:**

1. My Dear Grandfather
2. My Dear Uncle
3. Dear Ahmed (a friend)
4. My Dear Gopal (a brother)
5. My Dear Anila (a sister)
6. Dear Cousin Katie
7. My Dear Charlie
8. Dear Sir (a stranger)
9. Dear Madam (a stranger)
10. Dear Mr. Ramdin (a tradesman)

**106.** Here are some **Endings**, but they are not in the same order as the salutations:

1. Yours truly
2. Yours faithfully
3. Yours affectionately
4. Yours ever
5. Your loving Nephew
6. Your loving Friend
7. Your loving Grandson
8. Your affectionate Cousin
9. Your loving Sister
10. Your affectionate Brother

**Exercise**

Say which of these endings would suit each salutation:

*Copy out the following:*

33, MARQUIS STREET,  
Calcutta, April 8, 1933.

MY DEAR RENU,

Can you come to tea to-morrow evening? My mother says I may have a little party. I hope you will come.

Your loving Friend,  
BINA

*Try to write a little letter like this to a friend.*

*Copy out Renu's answer to Bina's letter.*

43, ELGIN ROAD,  
Calcutta, April 9, 1933.

MY DEAR BINA,

Thank you very much for asking me to tea. It is very kind of you. My mother says I may go, and I shall be very glad to do so.

Yours affectionately,  
RENU

*Write a little letter like this to a friend.*

## SPECIMEN LETTERS

“ THE LILY COTTAGE ”  
27, LAKE ROAD,  
*Ballygunge, Sep. 15, 1933.*

MY DEAR COUSIN,

Thank you very much for inviting me to spend my next holidays with you. Father will be glad for me to come and I am looking forward very much to seeing you again, because I remember the jolly times we have had before.

I will write nearer the time to give you the exact date and the train by which I shall come.

Father and mother join me in sending loving messages to you all.

I remain,  
Your affectionate Cousin,  
BADRIDAS

### Exercises

1. Answer the following questions:

1. Who wrote the above letter?
2. Where does he live?
3. To whom was it written?
4. When was it written?
5. For which holidays is the invitation intended?

2. Can you come and spend next week with us? We shall be so pleased to see you and can promise you a happy time.

Write a beginning and an ending for this letter.

**Asking Loan of a Book**

108, CANNING ROAD,  
*Lucknow, June 19, 1933.*

**MY DEAR BIMAL,**

Will you kindly lend me your copy of *Raibatak* by Nabin Chandra Sen for a few days? I have often heard it praised by our Bengali Teacher and have long felt a desire for reading it. I shall take particular care of the book and will return it as soon as it is finished.

Most truly yours,  
**HARIHAR**

**Reply—complying**

16, MODEL HOUSE ROAD,  
*Lucknow, June 20, 1933.*

**MY DEAR HARIHAR,**

I have great pleasure in sending you my copy of *Raibatak* and hope that you will find much delight in the book.

With kind regards,

Yours sincerely,  
**BIMAL KUMAR**

**Reply—declining**

16, MODEL HOUSE ROAD,  
*Lucknow, June 20, 1933.*

**MY DEAR HARIHAR,**

I regret that I am unable to spare the book at present as I have not finished reading it as yet. I shall, however, send it to you a few days after.

Yours sincerely,  
**BIMAL KUMAR**

**Reply—complying (Another Form)**

16, MODEL HOUSE ROAD,  
*Lucknow, June 25, 1933.*

**MY DEAR HARIHAR,**

The other day you asked me to lend you my copy of *Raibatak*, but I could not comply with your request at that time. I have now great pleasure in sending it to you and hope that you will find the book interesting.

With kind regards,

Yours sincerely,  
**BIMAL KUMAR**

**Returning a book**

108, CANNING ROAD,  
*Lucknow, June 26, 1933.*

**MY DEAR BIMAL,**

I have great pleasure in returning your copy of *Raibatak* which you were kind enough to lend me a few days back. The book is really interesting from cover to cover. Beautiful gems of thought are scattered over its pages here and there.

With many thanks from

Your sincere friend,  
**HARIHAR**

### Asking Loan of a Bicycle

“ MOHAN COTTAGE,”  
 SAMSUNDARTALA,  
*Khardah, March 9, 1932.*

MY DEAR PRIYA BABU,

May I request you to be good enough to lend me your bicycle for to-day? I have to go to Barrackpur on some business. I shall take particular care of your bicycle and shall return it to-morrow in the morning.

Yours ever,  
 SUDHIR KUMAR DE

1. *Write a letter like this to your cousin, requesting the loan of a camera during your holidays.*

2. *Reply to the above.*

### Reply—complying

RIVERSIDE AVENUE,  
*Khardah, March 9, 1932.*

MY DEAR SUDHIR BABU,

I have much pleasure in sending you my bicycle. Please take care of it and return it as soon as your business is over.

With kind regards,

I am,  
 Your sincere friend,  
 PRIYANATH BASU

## Reply—declining

RIVERSIDE AVENUE,  
Khardah, March 9, 1932.

MY DEAR SUDHIR BABU,

I am sorry to say that I cannot spare my bicycle for the present.

With regrets,

I remain,  
Yours ever,  
PRIYANATH BASU

## Returning a Bicycle

“ MOHAN COTTAGE,”  
SAMSUNDARTALA,  
Khardah, March 10, 1932.

MY DEAR PRIYA BABU,

I have the pleasure to return with thanks the bicycle that you were good enough to lend me yesterday.

Yours ever,  
SUDHIR KUMAR DE

## Informal Invitation

[Such Invitations as these are written as you would write friendly letters, and are called *Informal Invitations*.]

18, LAL KURTI ROAD,  
Meerut Cantt., Nov. 9, 1933.

DEAR RUSTUM,

Will you give us the pleasure of your company at a musical entertainment on the evening of the 13th instant at seven o'clock?

Very sincerely yours,  
SYED AHMED

**Reply—accepting Invitation**

21, LAHORE GATE ROAD,  
*Meerut City, Nov. 11, 1933.*

**DEAR AHMED,**

I have much pleasure in accepting your kind invitation to a musical entertainment for the evening of the 13th instant at seven o'clock.

Most sincerely yours,  
**RUSTUM ALI**

**Reply—declining Invitation**

21, LAHORE GATE ROAD,  
*Meerut City, Nov. 11, 1933.*

**DEAR AHMED,**

I am very sorry that owing to a previous engagement I cannot have the pleasure of accepting your kind invitation to a musical entertainment on the evening of the 13th instant.

Most sincerely yours,  
**RUSTUM ALI**

86, CAMAC STREET,  
*Calcutta, Aug. 20, 1933.*

**DEAR LILY,**

Monday is my birthday, and Mother has promised to give me a picnic in the park. The boys and girls will meet at our house at eleven o'clock and we will

*bike* to the picnic grounds. Of course I want you to come. Do you think you can?

Your sincere Friend,  
ALICE

### Acceptance

26, LANSDOWNE ROAD,  
*Calcutta, Aug. 21, 1933.*

DEAREST ALICE,

Of course I can come to your birthday picnic. We always have such a good time at your parties that I should certainly be sorry to miss one. I will be counting the days until then.

Sincerely yours,  
LILY

### Regret

26, LANSDOWNE ROAD,  
*Calcutta, Aug. 21, 1933.*

DEAREST ALICE,

I am so sorry that I cannot come to your birthday picnic. Mother and Dady had already planned to drive up to spend the week-end with Grandmother. I hope you will have a nice time on your birthday and I wish you many, many happy returns of this day.

Sincerely yours,  
LILY

### Formal Invitation

*[Sometimes Invitations and Replies are written in the third person. Such Invitations are called Formal Invitations.]*

A formal invitation to dinner should be expressed as follows:

Mr. and Mrs. James Parker  
request the pleasure  
of  
Mr. Weston's  
company at dinner  
on Saturday, October the fourteenth,  
at half past seven o'clock.

57, RIVERSIDE AVENUE,  
October the tenth.

An acceptance of this formal invitation to dinner should be expressed as follows:

Mr. Robert Weston accepts with pleasure Mr. and Mrs. Parker's invitation to dinner on Saturday, October the fourteenth.

13, PARK LANE;  
October the eleventh.

If Mr. Weston could not accept the invitation, he would write the following note:

Mr. Robert Weston regrets that another engagement prevents his accepting Mr. and Mrs. Parker's invitation to dinner on Saturday, October the fourteenth.

13, PARK LANE,  
October the eleventh.

If the invitation were expressed in an informal note, it would read as follows:

57, RIVERSIDE AVENUE,  
*Barrackpore, Oct. 10, 1933.*

**MY DEAR MR. WESTON,**

Mr. Parker and I should be glad to have you come to dinner with us Saturday, the fourteenth, at half past seven o'clock. My brother will be here for a week-end visit, and I should like to have him meet some of our old friends.

Yours sincerely,  
**MARY PARKER**

### More Examples of Formal Invitations, and Replies

#### Invitation to Tea

Babu Pramathanath Mukherjee presents his best compliments to Babu Charu Chandra Biswas and requests the honour of his company to a Tea Party on Saturday the 5th June at 6 p.m.

77, ELGIN ROAD,  
*Calcutta, June 3, 1933.*

#### Reply—accepting

Babu Charu Chandra Biswas has much pleasure in accepting Babu Pramathanath Mukherjee's kind invitation to a Tea Party on Saturday the 5th of June at 6 p.m.

59, PUDDAPUKUR ROAD,  
*June 4, 1933.*

**Reply—declining**

Babu Charu Chandra Biswas regrets that he cannot have the pleasure of accepting Babu Pramathanath Mukherjee's kind invitation to a Tea Party on Saturday, the 5th of June at 6 p.m. for urgent business elsewhere.

59, PUDDAPUKUR ROAD,  
*June 4, 1933.*

Read the following Examples of **Business Letters**:

99, HEWETT ROAD,  
*Allahabad, Feb. 15, 1933..*

**MY DEAR MISS YEATS,**

My daughter Alice was ill yesterday and could not attend school. Please excuse her absence.

Yours sincerely,  
**MARY GARDINER**  
(**MRS. GEORGE GARDINER**).

**MISS MARION YEATS,**  
*Jackson High School.*

**To a Business Firm**

21, ELGIN ROAD,  
*Cawnpur, Novr. 11, 1933..*

**GENTLEMEN,**

A few friends who are with me for a day or two would like to see over your Carpet Factory to-morrow. Please say if we may come at eleven.

**MESSRS. ROSS & CO.**

Yours faithfully,

**N. AHMED**

## Reply to the Foregoing

THE CARPET FACTORY,  
Novr. 11, 1933.

SIR,

It will give us much pleasure to show your party over our Factory to-morrow at eleven.

Respectfully Yours,  
N. AHMED, Esq.

H. J. ROSS & CO.  
39, CENTRAL ROAD,  
LORDGANJ, JUBBULPORE,  
July 14, 1933.

MESSRS. RUSTUMJI & SONS,  
BOOKSELLERS AND PUBLISHERS,  
18, Hornby Road,  
BOMBAY.

DEAR SIRS,

Kindly let me know at what price you can furnish me the following books in attractive covers and in well illustrated editions:

- 1 copy of Andrew Lang's *The Blue Fairy Book*
- 1 copy of Alcott's *Little Women*
- 1 copy of Mark Twain's *Tom Sawyer*
- 1 copy of Kipling's *Just-So-Stories*

Yours respectfully,  
GOVIN PRASAD MISRA

## Exercise 22

*Study this letter:*

It will be a great kindness if you will lend me some books, as I am still laid up with a cold, and I have read all my own. I think you have **Alice's Adventures in Wonderland** and **Swiss Family Robinson**, both of which I should very much like to read.

I will take great care of the books, and will return them to you as soon as I am able to be out again.

1. Write a beginning and an ending for this letter.
2. Address the envelope in which it will be posted.
3. Write an answer to this letter.
4. Write a letter to your teacher saying that you are ill and cannot attend school.
5. Write a letter to a friend, sending back a book you have borrowed, and saying how much you like it.
6. Write an answer to an informal invitation which you received yesterday. You may make your answer either an acceptance or a regret.
7. Write a formal invitation to one of your friends to visit your next club meeting.
8. Write a letter to a school friend who has broken his leg.
9. Write the letter which your friend might send in reply.
10. A friend has borrowed a book from you and has forgotten to return it. Write a letter to him asking for it.
11. Suppose that you have left your school-bag in the train. Write a letter to the station master telling him of your loss.
12. A friend is going to cycle from another town to see you. Write a letter telling him how to reach your house.

## CHAPTER XVII

## KINDS OF SENTENCES AS TO FORM

107. We have seen that sentences, classified according to their meaning, are of four kinds:

1. Declarative	3. Imperative
2. Interrogative	4. Exclamatory

108. We shall now see that sentences, classified according to their form, or structure, are of three kinds:

1. Simple	2. Compound	3. Complex
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A **Simple Sentence** is a sentence consisting of one subject and one predicate, either or both of which may be compound, as,

<i>Subject</i>	<i>Predicate</i>
1. Raman	is my brother
2. He and I	are brothers
3. The boys and the girls	sang and played
4. Rahim and Karim	spoke

109. A **Clause**.—Note how a sentence may be made up of two or more single sentences which are closely enough related in thought to be combined into one:

The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun.

The foregoing sentence is made up of five parts, each part being a group of words containing a subject and predicate; thus,

<i>Subject</i>	<i>Predicate</i>
The cock	is crowing
The stream	is flowing
The small birds	twitter
The lake	doth glitter
The green field	sleeps in the sun.

A group of words containing a subject and predicate and forming a part of a sentence is called a **Clause**.

A **Clause** is a group of words containing a subject and predicate and forming a part of a sentence.

A clause may be equivalent to a single word or to a single phrase; thus,

*Tell me what you believe (or your belief).*

*The man that was injured (or the injured man)*  
is well.

*This happened as the sun was setting (or at sunset).*

**110. Kinds of Clauses.**—Clauses, like phrases, may have the use of a single part of speech. Note these examples:

1. *What you state* is true.
2. *The boy who won* is here.
3. *Remain where you are.*

*What you state (your statement) is true.* *What you state* is equivalent to the noun *statement* and tells what is true. Hence, it is the subject of the verb *is* and has the use of a *noun*.

*The boy who won (winning boy) is here.* *Who won* is equivalent to the adjective *winning* and tells what

boy is here; hence, it modifies the noun *boy* and has the use of an *adjective*.

Remain *where you are (there)*. *Where you are* is equivalent to the adverb *there* and tells where you are to remain; hence, it modifies the verb *remain* and has the use of an *adverb*.

**111.** Accordingly clauses, if classified with regard to their use as a certain part of speech, are of three kinds.

1. **Noun Clauses** or clauses having the use of nouns; as,

1. *That he did it* is evident.
2. *Your life is what you make it.*
3. *Tell me why you are here.*
4. *I do not understand how it all happened.*
5. *He replied that he would come.*

II. **Adjective Clauses**, or clauses having the use of adjectives; as,

1. *The girl whom you see* is my sister.
2. *He prayeth best who loveth best.*
3. *Here is the spot where the hero fell.*
4. *We need men who are skilled.*
5. *It's an ill wind that blows nobody any good.*

III. **Adverbial Clauses**, or clauses having the use of adverbs; as,

1. *I saw him when he was here.*
2. *We went because we were invited.*
3. *Bees are found where flowers grow.*
4. *Just as he entered the room the clock struck.*
5. *If you eat too much you will be ill.*

**112. Principal and Subordinate Clauses.**—All noun, adjectival and adverbial clauses are subordinate or

dependent, as they have the use of a single part of speech. All other clauses are principal or independent. Note this sentence:

He was here when I came.

The Clause *He was here* is of the first rank, because it makes an independent statement. A clause that makes an independent statement is called a **Principal or Independent Clause**.

The clause *when I came* is of lower rank, because it has the use of a single part of speech, namely, an adverb. A clause that has the use of a single part of speech is called a **Subordinate or Dependent Clause**.

**113. Co-ordinate Clauses.**—A sentence may contain two or more clauses of the same rank and use. Note the following examples:

1. **We were ready**, but **we did not go** because it rained.
2. We admit **that you are right** and **that we are wrong**.

In 1, the clauses (1) **We were ready**, and (2) **we did not go**, are of the same rank and use, for both are principal clauses.

In 2, the clauses (1) **that you are right**, and (2) **that we are wrong**, are of the same rank and use, for both are noun clauses used as the direct object of the verb **admit**.

Clauses of the same rank and use in the sentence are called **Co-ordinate Clauses**, the term *co-ordinate* meaning "of the same order."

Co-ordinate clauses are connected by the conjunctions *and*, *but*, *or*, *nor* and their equivalents. These conjunctions are, therefore, called **Co-ordinating Conjunctions**.

**Exercise**

Point out the co-ordinate clauses and tell the rank of each, whether principal or subordinate:

1. I awoke one morning, and found myself famous.
2. Men's evil manners live in brass but their virtues we write in water.
3. He will neither come, nor send an apology.
4. Either you must get another watch, or I must get another secretary.
5. Patience is bitter, but its fruit (is) sweet.
6. What you do and not what you profess counts here.
7. Men may come and men may go, but I go on for ever.
8. He stayed not for brake and he stopped not for stone.
9. I long wooed your daughter, my suit you denied.
10. His hair is crisp, and black and long,  
    His face is like the tan;  
    His brow is wet with honest sweat,  
    He earns whate'er he can.
11. See the yellow catkins cover  
    All the slender willows over:  
    And on mossy banks so green  
    Star-like primroses are seen;  
    And their clustering leaves below,  
    White and purple violets grow.

**114. Compound Sentence.**—Note the following sentence:

Some have too much, yet still they crave;  
I have little, yet I seek no more.

The foregoing sentence consists of four clauses, all of which are principal, or independent clauses. A sentence consisting of two or more principal clauses is

called a **Compound** (or **Double**) **Sentence**. When it contains more than two statements it is now called a **Multiple Sentence**.

A **Compound Sentence** is a sentence consisting of two or more principal clauses.

115. **Complex Sentence**.—Note the following sentence:

*He who tells a lie is not sensible how great a task he undertakes.*

The foregoing sentence consists of one principal clause, *He is not sensible*; and two subordinate clauses, (1) *who tells a lie*, and (2) *how great a task he undertakes*. A sentence consisting of a principal clause and one or more subordinate clauses is called a **Complex Sentence**.

A **Complex Sentence** is a sentence consisting of a principal clause and one or more subordinate clauses.

116. **A Compound-Complex Sentence**.—Sometimes a complex sentence contains two or more principal clauses; thus—

*When I awoke, it was broad daylight, the weather was clear, and the storm had abated.*

The foregoing sentence contains four clauses, the first of which is subordinate, the rest are principal. A complex sentence containing two or more principal clauses is sometimes called a **Compound-Complex Sentence**.

**Exercise 23**

1. Point out the clauses in the following sentences:

**Models for written exercise**

Can you imagine — what he 'means'?

Please wait | until I find out | what they want.

I know | that Rahim will come | if he is able.

1. I saw the place where he lives.
2. Come when I can talk with you.
3. I do not know what I shall reply.
4. I cannot express how sorry I am.
5. That he will succeed is certain.
6. They never fail who die in a good cause.
7. Promise is most given when the least is said.
8. He that is down need fear no fall.
9. We sow that we may reap.
10. At Rome we must do as the Romans do.
11. Fools rush in where angels fear to tread.
12. I will die before I submit.
13. I think you have made a mistake.
14. All the blessings we enjoy come from God.
15. If I were you I would do it at once.
16. What a man desires, he easily believes.
17. When God gives, He gives with 'both hands.'
18. He made a vow that he would fast for a week.
19. I did not pay him, as I had no money with me.
20. Heaven helps those who help themselves.

2. Use each of the following clauses in a sentence, and say what work it does in your sentence:

1. while it is hot	2. while the sun shines
3. that we may live	4. where he was born
5. when lilies blow	6. that right will conquer
7. when the cat is away	8. why he did it
9. where the hero fell	10. ere a sword was drawn
11. because I was tired	12. since you say so
13. where law ends	14. although he is not rich
15. if he be sick with joy	

3. Substitute a clause for each word or phrase in heavy type:

1. He arose <b>at sunrise</b> .	4. Let us go <b>before dinner</b> .
2. I know <b>the writer of this</b> .	5. Only <b>trained</b> men are wanted.
3. Blessed are <b>the merciful</b> .	6. He met me <b>on my arrival</b> .
7. <b>Honest</b> men need not fear.	
8. We can help only <b>the poor</b> .	
9. I shall wait <b>until his return</b> .	
10. It soon grew dark <b>after sunset</b> .	
11. We hired a field <b>to play our match on</b> .	
12. You cannot make bricks <b>without straw</b> .	
13. We were pleased <b>at his success</b> .	
14. A wolf <b>in sheep's clothing</b> is to be suspected.	

## CHAPTER XVIII

## ANALYSIS OF COMPOUND SENTENCES

**117.** We have seen that a Compound Sentence is a sentence consisting of two or more principal clauses.

**Copulative Co-ordinative Sentences** are those which are simply coupled by a Conjunction implying addition; as,

1. The sun rose with power, *and* the fog dispersed.
2. He watched, *and* wept, *and* prayed, *and* felt for all.

**Copulative Co-ordinate Sentences** are frequently placed together without a Conjunction to connect them; as,

1. I came, I saw, I conquered.
2. The present we can improve, the past is gone for ever.

Observe the following **directions** for the analysis of a Compound Sentence.

1. Classify the sentence.
2. Point out the clauses and tell how they are connected.
3. Analyse each clause as you would analyse a simple sentence.
4. If the subject, object or verb in any of the clauses be understood it must be supplied.

Now study carefully the following examples of the analysis of Compound Sentences:

1. God made the country and man made the town.

This is a compound declarative sentence. It contains two co-ordinate clauses: *God made the country* and *man made the town*. *And* connects the two clauses.

2. Little minds are tamed and subdued by misfortunes, but great minds rise above them.

This is a compound declarative sentence. It contains two co-ordinate clauses: *Little minds are tamed and subdued by misfortunes* and *great minds rise above them*. *But* connects the two clauses.

3. Reading maketh a full man, conference a ready man and writing an exact man.

This is a compound declarative sentence. It contains three co-ordinate clauses: *Reading maketh a full man* (and) *conference (maketh) a ready man* and *writing (maketh) an exact man*. *And* connects the clauses.

4. They had been friends in youth,  
But whispering tongues can poison truth,  
And constancy lives in realms above,  
And life is thorny and youth is vain.

This is a compound declarative sentence. It contains five co-ordinate clauses: (1) *They had been friends in youth* but (2) *whispering tongues can poison truth* and (3) *constancy lives in realms above* and (4) *life is thorny* and (5) *youth is vain*. *But* and *ands* connect the clauses.

We may put the analysis in the tabular form as under:

No.	Clauses	Connective	SUBJECT	
			Subject-word	Attribute
1	(1) God made the country	and	God	
	(2) man made the town		man	
2	(1) Little minds are tamed and subdued by misfortunes	but	minds	little
	(2) great minds rise above them		minds	great
3	(1) Reading maketh a full man		Reading	
	(2) conference (maketh) a ready man		conference	
	(3) writing (maketh) an exact man		writing	
4	(1) They had been friends in youth	And	They	
	(2) whispering tongues can poison truth		tongues	whispering
	(3) constancy lives in realms above		constancy	
	(4) life is thorny		life	
	(5) youth is vain		youth	

PREDICATE			
Verb	Object	Complement	Adverbial Qualification
made	the country		
made	the town		
are tamed and subdued			by misfortunes
rise			above them
maketh	a full man		
(maketh)	a ready man		
(maketh)	an exact man		
had been		friends	in youth
can poison	truth		
lives			in realms above
is		thorny	
is		vain	

**Exercise 24****PASSAGES FOR ANALYSIS****A**

1. Some one must lead, and others must follow.
2. The next morning dawned clear and bright, and we broke camp early.
3. He did not write to me, nor did he telephone.
4. Prosperity makes friends and adversity tries them.
5. I was eyes to the blind, and feet was I to the lame.
6. All rivers run into the sea ; yet the sea is not full.
7. Either you must get another watch, or I must get another secretary.
8. Large was his bounty, and his soul sincere.
9. Some men are born great, some achieve greatness and some have greatness thrust upon them.
10. They rise with the morning lark  
And labour till almost dark.
11. The way was long, the wind was cold,  
The minstrel was infirm and old.
12. Let us then be up and doing, and doing to a purpose ; so by diligence we shall do more with less perplexity.
13. I was born a Bengalee ; I live a Bengalee ; I shall die a Bengalee ; and I intend to perform the duties incumbent upon me in that character to the end of my career.
14. The present we can improve, the past is gone for ever.
15. The Assyrian came down like the wolf on the fold,  
And his cohorts were gleaming in purple and gold.
16. Stone walls do not a prison make,  
Nor iron bars a cage.

## B

1. Day unto day uttereth speech, and night unto night showeth knowledge.
2. The day dawned, the cock crowed, but nobody tapped at the door of the governor.
3. Never was a summer night more calm to the eye, nor a gale of autumn louder to the ear.
4. During the feudal days the chief luxury of the poor was honey, and the well-to-do peasants often had a hive of bees in their garden plot.
5. The merchants shut up their warehouses, and the labouring men stood idle about the wharves.
6. Rulers can bestow treasures, but virtue only can bestow esteem.
7. Even day is a little life ; and our whole life is but a day repeated.
8. The moon is up, and yet it is not night.
9. Open your hospitable door,  
And shield me from the biting blast.
10. Cowards die many times before their deaths ;  
The valiant never taste of death but once.
11. Give every man thine ear, but few thy voice ;  
Take each man's censure, but reserve thy judgment.
12. It is one thing to be well informed, it is another to be wise.
13. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches and Indians.

**Note.**—Study the punctuation of the compound sentences in the above Exercise.

## CHAPTER XIX

## ANALYSIS OF COMPLEX SENTENCES

118. We have seen that there are three kinds of Subordinate Clauses:

(1) **Noun Clauses** which do the work of Nouns; as,—

I know *where I could find him.*

(2) **Adjective Clauses** which do the work of Adjectives; as,—

I went to the place *where I could find him.*

(3) **Adverbial Clauses** which do the work of Adverbs; as,—

I went *where I could find him.*

119. **Uses of Noun Clauses.**—Note the use of each italicized clause:

1. *That he did it* is evident.
2. *Your life is what you make it.*
3. *I know who you are.*
4. *You have made me what I am.*
5. *I have no doubt that we shall win.*
6. *It is true that we won.*

It will be noticed that—

In 1, the noun clause **That he did it** is the subject of the verb **is**.

In 2, the noun clause **what you make it** is the subjective complement, for it completes the meaning of the predicate verb **is**.

In 3, the noun clause **who you are** is the direct object of the verb **know**.

In 4, the noun clause **what I am** is the objective complement, for it completes the meaning of the predicate verb **have made**, and explains the direct object **me**.

In 5, the noun clause **that we shall win** is in apposition with the noun **doubt**, for it refers to the same thing as **doubt**.

In 6, the noun clause **that we won** is in apposition with the pronoun **it**. (**It**, namely, **that we won**, is true.)

Accordingly, noun clauses may be used as (1) subject, (2) subjective complement, (3) direct object, (4) objective complement, and (5) appositive modifier.

The **Connectives** of the Noun Clauses are:

1. **That** : I am convinced **that he will go**.
2. Interrogative pronouns, **who**, **which**, **what**, etc. :
  - (1) I know **who you are**.
  - (2) **What caused the tumult** remains a mystery.
3. Other interrogative words, **when**, **how**, **where**, **why**, etc. :
  - (1) **How this came to pass** is not known to any one.
  - (2) Some asked me **where the rubies grew**.

### Exercise 25

Point out each Noun Clause and tell how it is used:

1. Where we shall go is the question.
2. The fact is that we are undecided.
3. It is possible that he misunderstands.
4. Their plea was that Cæsar was ambitious.
5. Men granted that his speech was wise.
6. He has no idea that he has been chosen.
7. You may call me whatever you choose.
8. We maintain that right will conquer.
9. She asks if you will help.
10. We are not what we seem.
11. It is to be hoped that he will be true to himself.
12. His courage has made him what he is.

13. Five things observe with care,  
With whom you speak, to whom you speak,  
And how and when and where.
14. Why he left the house so suddenly is not known.
15. I will try if I can recollect all the happenings of  
the past.
16. He is not sensible how great a task he has  
undertaken.
17. One truth is clear, whatever is, is right.
18. I suppose I ought to know whether I need it or  
not

**120. Uses of Adjective Clauses.**--Note the use of each italicized clause:

1. Do the work *that is assigned you*.
2. He *who wins* must have patience.
3. I stood on the spot *where the hero fell*.

It will be noted that--

In 1, the adjective clause **that is assigned you** is an adjectival modifier of the noun **work**.

In 2, the adjective clause **who wins** is an adjectival modifier of the pronoun **he**.

In 3, the adjective clause **where the hero fell** is an adjectival modifier of the noun **spot**.

**121.** In the foregoing examples, you will note that the noun or pronoun modified by the adjective clause is always expressed, otherwise the character of the clause is changed and it ceases to be adjectival. For example, note how the character of the foregoing clauses is changed when the noun or pronoun modified is omitted--

1. Do *whatever is assigned you* (noun clause).
2. *Whoever wins must have patience* (noun clause).
3. I stood *where the hero fell* (adverbial clause).

The *Connectives* of the Adjective Clauses are:

1. The relative pronouns **who**, **which**, **that**, etc.
  - (1) Heaven helps those **that help themselves**.
  - (2) I often think of the night **which I spent with you**.
2. The words **where**, **when**, **why**, **whereon**, etc. which have a pronominal character, being each equivalent to a relative pronoun preceded by a preposition. Thus, **where** = in which; **when** = at which (time); **why** = for which; **whereon** = on which, etc., e.g., He finds the pasture **where** (in which) **his fellows graze**.

### Exercise 26

Point out the Adjective Clauses, also the noun or the pronoun, modified by each:

1. Pity the bird that has wandered.
2. It was the time when lilies blow.
3. Here is the spot where the hero fell.
4. I have a little shadow which goes in and out with me.
5. They never fail who die in a great cause.
6. I remember the house where I was born.
7. He laughs best who laughs last.
8. It is a long lane that has no turning.
9. He serves all who dares be true.
10. He liveth long who liveth well.
11. She is the girl whose book was lost.
12. The boy whom you see is my cousin.
13. It is William to whom I refer.
14. He who steals my purse steals trash.
15. He that is down need fear no fall, he that is low no pride.
16. Whoever gives to the poor lends to the Lord.
17. The sun that cheers, the storm that lowers, shall never more be thine.
18. Mercy blesseth him that gives, and him that takes.

**122. Uses of Adverbial Clauses.**—Note the use of each italicized clause:

1. I saw him *when he was here* (modifier of the verb *saw*).
2. Mohan is taller *than I am* (modifier of the adjective *taller*).
3. He ran faster *than I ran* (modifier of the adverb *faster*).

Accordingly, adverbial clauses, like adverbs and adverbial phrases, modify verbs, adjectives and adverbs.

**123.** Adverbial clauses may denote various ideas. Note the following examples:

1. **Time**, introduced by *after*, *as*, *before*, *since*, *till*, *until*, *when*, *while*, and the compound conjunctions, *as soon as*, *as often as*, *as long as*, etc. ; as—

1. Start, boys, *when the signal is given*.
2. We frolic *while 'tis May*.
3. They trimmed the lamps *as the sun went down*.

2. **Place**, introduced by *where*, *whence*, *whither*, etc. ; as—

1. Bees are found *where flowers grow*.
2. *Where the bee sucks* there suck I.

3. **Cause**, introduced by *as*, *because*, *for*, *since*, *that*, etc. ; as—

1. We went *because we were invited*.
2. They came *that they might help*.
3. *Since you desire it*, I will remain.

4. **Condition**, introduced by *if*, *unless*, *though*, etc. ; as—

1. I will go *if I can*.
2. The house will be sold *unless the money is paid*.

**Exercise 27**

Pick out the Adverbial Clauses and show what adverbial relation is denoted by each:

1. Go where glory waits thee.
2. I cannot rest till I know the worst.
3. He lies where pearls lie deep.
4. He will return whence he came.
5. I cannot tell you for I do not know myself.
6. Freely we serve because we freely give.
7. You act as if you were not well.
8. We toil that we may live.
9. He came oftener than we expected.
10. Men deal with life as children with their play.
11. The more I honour the less I love.
12. Though the sea threatens, it is merciful.
13. His manner is such that it can be easily misunderstood.
14. Because I am poor you despise me.
15. So that his treasure is safe he cares for nothing.
16. Be it ever so humble there is no place like home.
17. You must think twice before you speak once.
18. What time the daisy decks the green  
Thy certain voice I hear.
19. Eat that you may live, and live that you may  
serve.
20. Man is a beast when shame stands off from him.

**124.** Observe the following directions for the analysis of a Complex Sentence:

1. Classify the sentence.
2. Point out the clauses and tell the rank of each, whether principal or subordinate.

3. Pick out the connective word by which one clause is joined to another. If understood, supply it.
4. Follow the directions for the analysis of Simple sentences, analysing the subordinate clause or clauses last.
5. If the sentence is compound-complex, first separate it into its larger members, and then analyse each member according to the directions given.

125. Now study carefully the following Examples of the analysis of Complex Sentences.

#### General Analysis

1. He asked me whence I came, whither I was going and what I was.

This is a complex declarative sentence. It contains four clauses—the principal clause *He asked me* and the subordinate noun clauses *whence I came*, *whither I was going*, and *what I was*. *Whence*, *whither* and *and* connect the clauses.

2. He is well paid that is well satisfied.

This is a complex declarative sentence. It contains two clauses—the principal clause *He is well paid* and the subordinate adjective clause *that is well satisfied*. The relative pronoun *that* connects the two clauses.

3. A breath can make them as a breath has made.

This is a complex declarative sentence. It contains two clauses—the principal clause *A breath can make them* and the subordinate adverbial clause *as a breath has made (them)*. *As* connects the two clauses.

4. Sudden I heard a voice that cried, "Come here  
That I may look on thee."

This is a complex declarative sentence. It contains four clauses—the principal clause *Sudden I heard a voice* and the subordinate adjective clause *that cried*, modifying *voice*, the subordinate noun clause *come here* and the subordinate adverbial clause of cause *that I may look on thee*. *That* connects the clauses.

5. Tell me not in mournful numbers,  
"Life is but an empty dream!"  
For the soul is dead that slumbers,  
And things are not what they seem.

This is a compound-complex imperative sentence. It contains three members. (1) *Tell me not in mournful numbers (that) life is but an empty dream*, (2) *For the soul is dead that slumbers*, and (3) *And things are not what they seem*. *For* and *And* connect the three members.

The first member contains two clauses—the principal clause (*You*) *tell me not in mournful numbers* and the subordinate noun clause, (*that*) *life is but an empty dream*, direct object of *tell*. (*That*) connects the two clauses.

The second member contains two clauses. The principal clause co-ordinate with (1) *for the soul is dead*, and the subordinate adjective clause *that slumbers* modifying *soul*. *That* connects the two clauses.

The third member contains two clauses—the principal clause co-ordinate with (1) and (2), *things are not* and the subordinate noun clause, *what they seem*, complement to *are*. *And* connects the two clauses.

No.	Clauses	Kind of Clauses	Connective
1	(1) He asked me (2) whence I came (3) whither I was going (4) what I was	Principal Noun clause object to (1) Noun clause object to (1) do	whence whither and
2	(1) He is well paid (2) that is well satisfied	Principal Adjective clause to <i>He</i> in (1)	Rel. pro. <i>that</i>
3	(1) A breath can make them (2) a breath has made (them)	Principal Adv. clause (manner) to (1)	as
4	(1) Sudden I heard a voice (2) that cried (3) Come here (4) That I may look on thee	Principal Adj. clause to <i>voice</i> in (1) Noun clause object to (2) Adv. clause of cause to (3)	... ... ... that
5	(1) Tell me not in mournful numbers (2) Life is but an empty dream (3) the soul is dead (4) that slumbers (5) things are not (6) what they seem	Principal Noun clause dir. obj. of <i>tell</i> Principal co-ord. with (1) Adj. clause to <i>soul</i> Principal co-ord. with (1) and (8) Noun clause comp to <i>are</i>	(that). For that and what

SUBJECT		PREDICATE			
Subject-word	Attrib- ute	Verb	Object	Comple- ment	Adverbial Qualifica- tion
He	...	asked	me		
I	...	came			
I	...	was goin,			
I	...	was		what	
He	...	is paid	...	...	well
that	...	is satisfi- ed	...	...	well
breath	A	can make	them.		
breath	a	has made	(them)		
I	...	heard	a voice	...	sudden
that	...	cried			
(thou)	..	come	...	...	here
I	...	may look	on thee (Ind object).		
(you)	...	Tell	me (Ind. ob- ject).	...	not in mournful numbers
life	...	is	...	an empty dream	but
soul	the	is	...	dead	
that	...	slumbers			
things	...	are	...	...	not
they	...	seem		what	

### Clause Analysis

**126.** Sometimes the student is asked to break up a given sentence into its several Clauses and to show their relation to one another. In such a case, the student is required to give what is called **General Analysis** or **Clause Analysis**, and not the *detailed analysis*.

We give below the Clause Analysis of five more sentences:

1. The evil that men do lives after them;  
The good is oft interred with their bones.

Compound-complex sentence containing two co-ordinate clauses, one of which is a Complex sentence and the other a Simple sentence.

1. The evil . . . lives after them—(Principal clause).  
2. that men do—[Adjective clause modifying **evil** in (1)].  
3. The good is oft interred with their bones—  
[Principal clause, co-ordinate with (1)].
2. The severity of this remark I bore patiently  
because I knew that it was just.

Complex sentence containing two subordinate clauses.

1. I bore patiently the severity of this remark—  
(Principal clause).  
(2) because I knew—(Adverbial clause of cause  
subordinate to 1, modifying **bore**).  
(3) that it was just—(Noun clause, subordinate  
to 2, object of **knew**).
3. Breathes there the man with soul so dead  
Who never to himself hath said,  
'This is my own, my native land!'

Complex sentence containing two subordinate clauses.

1. Breathes there the man with soul so dead—  
(Principal clause).
2. Who never to himself hath said—(Adjective clause, modifying **man** in 1.)
3. This is my own, my native land—  
(Noun clause, subordinate to 2, object of **hath said**).
4. The Mayor was dumb and the Council stood,  
As if they were changed into blocks of wood.

Compound-complex sentence containing two co-ordinate clauses, one of which is a Simple sentence and the other a Complex sentence.

1. The Mayor was dumb—(Principal clause).
2. The Council stood—(Principal clause, co-ordinate with 1).
3. As if they were changed into blocks of wood—(Adverbial clause, subordinate to 2, modifying **stood**).
5. One day Bassanio came to Antonio, and told him that he wished to repair his fortune by a wealthy marriage with a lady whom he dearly loved, whose father, who was lately dead, had left her sole heiress to a large estate.

Compound-complex sentence containing two co-ordinate clauses, one of which is a simple sentence and the other a complex sentence containing four subordinate clauses.

1. One day Bassanio came to Antonio—(Principal clause).
2. Bassanio told him . . . . (Principal clause co-ordinate with 1).

3. that he wished to repair his fortune by a wealthy marriage with a lady—(Noun clause, object of told in 2).
4. whom he dearly loved—(Adjective clause, subordinate to 3, modifying lady).
5. whose father had left her sole heiress to a large estate—(Adjective clause, subordinate to 3, modifying lady, and co-ordinate with 4).
6. who was lately dead—(Adjective clause, subordinate to 5, modifying father).

### Exercise 28

#### SENTENCES FOR ANALYSIS

##### A

1. Soft is the music that would charm forever.
2. Remember that talking is one of the fine arts.
3. Alexander the Great died when he was quite young.
4. He makes no friends who never made a foe.
5. Any man can hold to the helm when the sea is calm.
6. No man is free who does not command himself.
7. Whoever serves his country well has no need of ancestors.
8. The man who is successful is the man who is useful.
9. The manly part is to do with might and main what you can do.
10. Every man is a volume, if you know how to read him.

11. Never make a defence or apology before you are accused.
12. A good deed is never lost; he who sows courtesy, reaps friendship; he who plants kindness gathers love.
13. Who falls in honourable strife  
Surrenders nothing but his life.
14. While thus I sing, I am a king  
Although a poor blind boy.
15. Lives of great men all remind us  
We can make our lives sublime.
16. Where'er I roam, whatever realms I see,  
My heart, untravell'd, fondly turns to thee.

## B

1. Fools rush in where angels fear to tread.
2. He is but the counterfeit of a man, who hath not the life of a man.
3. The people believed in him, because he was honest and true.
4. The village all declared how much he knew.
5. Make hay while the sun shines.
6. There is a chamber far away where sleep the good and the brave.
7. The way into my parlour is up a winding stair  
And I've many curious things to show when you are there.
8. Macaulay had wealth and fame, rank and power, and yet he tells us in his biography that he owed the happiest hours of his life to books.
9. As the earth when leaves are dead,  
As the night when sleep is sped,  
As the heart when joy is dead,  
I am left lone, alone.
10. I wished to stay because I was interested in the game, but Ahmed had to leave early in order that he might meet the train.

11. While I was doing this, I found the tide began to flow, though very calm, and I had the mortification to see my coat, shirt and waistcoat, which I had left on shore upon the sand, swim away.
12. They love to see the flaming forge,  
And hear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from a threshing floor.
13. If a man say, I love God, and hateth his brother, he is a liar; for he that loveth not his brother whom he hath seen cannot love God whom he hath not seen.

**Note.**—Study the punctuation of the complex sentences in the above Exercise

### Exercise 29

Analyse the following into Clauses:

1. He appeared to be a man who was always looking down as if he tried to recollect something he said yesterday.
2. I now find that the best way to please one-half of the world is not to mind what the other half says; since what are faults in the eyes of these shall be by those regarded as beauties.
3. I knew a very wise man that believed that, if a man were permitted to make all the ballads, he need not care who should make the laws of a nation.
4. If you have a friend that will reprove your faults, consider that you enjoy a blessing which the king upon the throne cannot have.
5. The path that has once been trod  
Is never so rough to the feet.
6. Come hither! come hither! my little daughter,  
And do not tremble so;  
For I can weather the roughest gale  
That ever wind did blow.

7. God bless our noble working men,  
Who rear the cities of the plain!  
Who dig the mines, who build the ships,  
And drive the commerce of the main!  
God bless them! For their toiling hands  
Have wrought the glory of all lands.
8. We know what Master laid thy keel,  
What workmen wrought thy ribs of steel,  
Who made each mast, and sail, and rope,  
What anvils rang, what hammers beat,  
In what a forge and what a heat  
Were shaped the anchors of thy hope!
9. As he approached the village, Rip Van Winkle  
met a number of people, but none whom he  
knew; which somewhat surprised him, for he  
had thought himself acquainted with every one  
in the country around.
10. Before he died, the good Earl of Kent, who had  
still attended his old master's steps from the  
first of his daughter's ill-usage to this sad  
period of his decay, tried to make him under-  
stand that it was he who had followed him  
under the name of Caius; but Lear's care-crazed  
brain at that time could not comprehend how  
that could be, or how Kent and Caius could be  
the same person; so Kent thought it needless  
to trouble him with explanations at such a time.

## CHAPTER XX

## REPRODUCTION OF STORIES

127. When writing a story which you have read or heard, observe the following directions:

1. Before beginning to write, think over the whole story, to make sure that you remember all the points, and the order in which they come.
2. Before beginning to write each sentence, arrange the whole of it in your mind.
3. Make short easy sentences.
4. Use no word of which you do not know the exact meaning.
5. Do not use long words if you can find short ones.
6. Arrange the different parts of each sentence so that they convey the meaning which you intend.
7. When you have written your story, always read it over, and correct all the mistakes which you can find.

## Exercise 30

## 1. THE FOX AND THE GRAPES

A hungry fox happened to come one day into a vineyard where there were plenty of fine ripe grapes. Unfortunately for him, these grapes were growing on a trellis so high up that, though he leaped his utmost, he was not able to reach them.

“Oh, well, never mind!” said the fox, “Any one can have them for all I care. They are sure to be very sour.”

People very often pretend to dislike things that they are not able to get.

Reproduce in simple sentences.

## 2. FLORENCE NIGHTINGALE

Florence Nightingale went out to the Crimea with a staff of nurses to do what she could to lessen the horrors of war. Her very presence carried comfort and help to the sick and wounded soldiers.

At night she made her rounds among the sick with a little lamp in her hand. She is now known as "The Lady with the Lamp."

Reproduce in simple sentences.

## 3. GRACE DARLING

Many years ago William Darling, the keeper of the Longstone Lighthouse, off the coast of Northumberland, saw a steamer wrecked on the rocks about a mile away. The tempest was raging furiously, and every moment he expected to see the poor sailors swept away by the angry waves.

His daughter Grace offered to go with him in a boat to the rescue, but her father was afraid that she would not be equal to the task.

She insisted on going, the boat was launched, and the crew were saved.

Reproduce in simple sentences.

## 4. THE ARAB AND HIS HORSE

The Arab treats his horse more as a friend and a companion than as a servant. Only when he is in the deepest poverty will he part with his steed.

Once an Arab agreed to sell a very swift and beautiful horse. He had received the price, and was about to deliver the animal to its new owner, when his feelings overcame him.

Throwing the money at the feet of the buyer, he sprang on the horse's back and rode away, determined to keep the animal he loved so well.

**Reproduce in simple sentences.**

### 5. THE FOX AND THE GOAT

A fox one day happened to fall into a well, and could not get out again. Some hours afterwards a goat came to the place, and wanting to drink, asked the fox if the water was good.

"It is so very good and sweet," said the fox, "that I have drunk so much that I am afraid I shall be ill."

Thereupon the goat, without any more hesitation, jumped into the well to drink the water. The fox at once sprang on her back, and so was able to leap out, leaving the poor goat in the well to get out as she could.

**Be careful how you take the advice of people whom you do not know.**

**Reproduce in simple sentences.**

### 6. BRAVE CARL

Carl's father had charge of a railway bridge that spanned a deep gulf in Germany.

One night, during a terrible storm, the bridge was swept away, and Carl's father went down with it.

Knowing that a train was due, Carl seized a lamp, and springing on to his father's hand-car, drove it towards the coming train.

The youth had only time to swing his lantern, when he was flung crushed and lifeless on the ground. By his bravery he saved two hundred lives.

**Reproduce in simple sentences.**

### 7. THE NEWSPAPER DOG

A gentleman, who lived in the country, taught his dog to go to the village shop for his daily newspaper.

One morning the woman in charge of the shop gave the dog an old paper. He at once took it outside, and with his paws and teeth, tore it to pieces. Then he went back to the shop for another.

He could tell an old paper from one that had been newly printed by the scent.

On Sundays the dog never went for the paper. In some way he had learned to know that the shop was closed on that day.

**Reproduce**

### 8. THE WOLF AND THE CRANE

A wolf, when eating his dinner one day, swallowed a bone, which stuck in his throat. He went about howling, asking every animal he met to help him, and promised a large reward to anyone who could get the bone out. At last a crane, who had a long, slender neck and bill, undertook the task.

Poking his long neck down the wolf's throat, he got hold of the bone and pulled it out; but when he asked for the reward the wolf laughed and said, "You may think yourself lucky that I did not bite your head off when it was in my mouth."

**Some people are like this wolf. They are not grateful when anyone does them a kindness.**

**Reproduce**

### 9. HE DIED FOR HIS FRIEND

A ship was foundering in mid-ocean. As all the boats but two had been swept away, lots were cast to decide who should go in them.

One man was about to step over the side of the vessel, when he saw his friend among those left to go down with the ship.

Before any one could prevent him he had seized his friend, forced him over the gunwale, and stepped into his place. The boats pushed off, and in a few moments the ship went down, carrying with it the man who had given his life for his friend.

**Reproduce**

#### 10. ALICE AYRES

Early one morning fire broke out in a house in London. Alice Ayres, the servant girl, was the first to discover the flames, and she at once gave the alarm.

From her bedroom window she saw that a crowd had collected. Quickly she threw a bed into the street, and then one after another she dropped her master's children on the bed.

In the meantime the fire had reached the room in which she stood. To save herself she leaped from the window, fell on the pavement, and was so badly hurt that she died three days afterwards.

**Reproduce**

#### 11. SAVING HIS DOG

A gentleman had a little terrier dog of which he was very fond, and which he always took with him on his travels. One day, when he was sailing on board a steamer at a great distance from land, the dog had the misfortune to fall from the deck into the sea. The gentleman at once went to the captain, and asked him to stop the vessel in order to rescue the dog. The captain said that he could not stop for a dog, as his orders were very strict, and he was not allowed to stop unless there was a man overboard. "All right," said the gentleman, and immediately he jumped over the side of the vessel after his dog. The ship was at once stopped, a boat was lowered, and dog and master were both saved.

**Reproduce**

## 12. BUYING AND SELLING IN EGYPT

It took a gentleman three months to buy a carpet in Egypt. Seeing a beautiful piece, he went into the place, and after looking at many other things, he asked the price of the carpet. The dealer told him it was not for sale, that he bought it to feast his eyes upon, and that he would not part with it on any account. Then the English gentleman was offered a cup of coffee, and he went away. A few days afterwards, he went again, and the merchant told him he had made up his mind to sell the carpet for £100. 'Nonsense, I will give you £5,' said the gentleman. He was again offered a cup of coffee, and again he went away. On returning about a week after, he was told that he could have it for £90, and he offered £6. Thus things went on with haggling and coffee, until at last the gentleman bought it for £12.

**Reproduce**

## 13. TIT FOR TAT

In one of the poorer parts of London a young man opened a shop for the sale of birds. He soon found that there was a great demand for canaries, and his stock of these birds was soon sold out. Then it occurred to him that it might be possible to paint a sparrow yellow, and to sell it for a canary. He would do this once, and if his plan succeeded he would paint a number of sparrows, and so make a large profit. Accordingly he caught a sparrow and spent sometime in painting it a golden yellow colour, with a daub of red on its head. This he put in a cage in the window with a ticket which stated that it was a red-headed Belgian canary, price four shillings. That afternoon he sold it to a workman, who gave him two florins for it. The bird-seller was greatly pleased at the success of his trick, but his disgust was quite as great when he afterwards found out that both the florins were bad.

**Reproduce**

## CHAPTER XXI

## STORY BUILDING FROM AN OUTLINE

128. Here is an outline giving the points of a story. Read it through. Be sure that you have all the points in mind, in proper order, then try to tell the story in your own words, adding descriptive words and other details, to make the story interesting and real. Give your story a title and add a moral to it.

1. Ass carrying salt—passing through stream—falls—loses load.
2. Next day loaded with salt—lies down in stream.
3. Master resolves to teach lesson—third journey load of sponge.
4. Ass lies down—load heavier.

## Model—THE ASS WITH A LOAD OF SALT

One day a man took his ass to the coast for a load of salt. On their way back the ass fell down in a stream. The salt soon melted and the ass lost his load. The next day the man took the ass to the coast for a fresh load. On the way home, the ass took care to fall down just at the same spot. Thus the load was lost and the ass got home fresh and gay. This time the man saw the trick and wanted to teach the ass a lesson. On the third day, the man put a large load of sponge on the back of the beast. By and by they came to the stream when the ass thought to play his old pranks. But the sponge got wet through, and the ass found to

his cost that so far from a light load, he had now on his back one which was ten times the weight of the first.

*If a man cheats me once, shame on him. If he cheats me twice, shame on me.*

### Exercise 31

#### OUTLINES

To be turned into continuous Narrative.

##### 1. THE LION AND THE MOUSE

1. Lion sleeping—mouse happens to wake him.
2. Lion going to kill mouse—mouse begs for mercy—mercy granted.
3. Lion caught in a net—roars—mouse hears him—nibbles net

##### 2. THE BUNDLE OF STICKS

1. Quarrelsome brothers—father speaks in vain.
2. Asks sons to break bundle of sticks—each tries and fails.
3. Asks them to undo bundle and break separate sticks—easy.
4. Brothers united, like bundle—quarrelsome, like separate sticks.
5. \*Union is strength.

##### 3. THE LION AND THE BULLS

1. Three bulls feeding together in a meadow.
2. Lion wished to eat them—afraid of the three.
3. Lion tells each that the others have been slandering.
4. Bulls quarrel—lion kills each separately.
5. Quarrels of friends are opportunities of foes.

## 4. THE HONEST WOODMAN

1. A woodman loses his axe in a river.
2. He sits down and weeps.
3. Mercury appears and dives for the axe.
4. He brings up a golden axe—"Not mine!"
5. He brings up a silver axe—"Not that either!"
6. He brings up the lost axe—"Thanks, mine!"
7. Mercury's feelings and generosity.

## 5. AN ELEPHANT'S REVENGE

1. An elephant, on his way to the river, passes a tailor's shop every day.
2. The tailor generally gives him something; but, one day, he wounds his trunk and his feelings.
3. The elephant fills his trunk with dirty water.
4. As he passes the tailor's shop, he drenches the tailor, floods his shop, and spoils his clothes.

## 6. THE FROG AND THE BULL

A bull came trampling along the meadow where some frogs were at play.

His great hoofs crushed the life out of many of them, but one escaped and went crying to his mother.

"Mother," he said, "It was the biggest beast you ever saw in your life."

"What!" said the old frog. "Bigger than I am?"

"Oh, yes," said the little frog, "Ever so much bigger than you are."

The old frog puffed herself out and made herself look very big.

"As big as this!" she said.

"Oh! ever so much bigger than that," said the little frog.

The old frog puffed and blew and grew bigger still.

"Was it as big as this?" she said.

The little frog shook his head and said, "Oh, yes! ever so much bigger!"

The big frog made up her mind not to be beaten, so she began to puff herself out still further.

**Write the story in your own words and complete it. Add a moral to the story.**

### 7. HOW A DOG SAVED A BOY

Two boys went fishing, taking their little brother with them.

He had no rod nor line; played about the bank; slipped and fell into the water.

Boys went to help; but a dog rushed past them; dog jumped into the water.

It seized the little boy's clothes; swam with him to the bank.

The brothers lifted the little boy out and took him home.

Arrange your story in three paragraphs. Paragraph one to be about starting out; paragraph two to be about the accident; and paragraph three about the rescue.

### 8. THE FOX THAT LOST ITS TAIL

1. A fox, when stealing chickens was trapped by his tail and escaped by biting the tail off.

2. He was ashamed of his appearance, and tried to make other foxes follow his example, by saying that tails were dangerous and out of fashion.

3. Young foxes were at first inclined to agree, but the older ones knew better, and said that they would wait until they were trapped as he had been.

Read the summary and then expand each section of it to make a paragraph, building up, in this way, your own account of the fable. Clothe the outline with a description and let your foxes talk.

## 9. STORY TO BE COMPLETED

During a voyage to India a little boy was playing on the deck of the ship. Somehow he fell overboard, and although the sea was infested with sharks, one of the sailors immediately dived to the rescue, and was seen swimming towards the child. The officer on the bridge gave orders to stop the engines, a boat was lowered with all speed, and the men rowed with frantic haste in the direction of the little boy . . . .

Write the above in your own words as if you had been a passenger on the ship, and had seen the accident happen ; then tell what happened next.

## Exercise 32

## STORIES IN VERSE

*(To be turned into Prose)*

## 1. THE TWO LITTLE KITTENS

Two little kittens, one stormy night,  
Began to quarrel, and then to fight ;  
One had a mouse, the other had none,  
And that was the way the strife began.

“ I'll have the mouse,” said the bigger cat,  
“ You'll have the mouse ! we'll see about that.”  
“ I will have the mouse,” said the elder one :  
“ You shan't have that mouse,” said the little one.

I told you before 'twas a stormy night  
When these two kittens began to fight ;  
The old woman seized her sweeping-broom,  
And swept the two kittens out of the room.

The ground was covered with frost and snow,  
And the two little kittens had nowhere to go ;  
So they laid them down on a mat at the door,  
While the old woman finished sweeping the floor.

Then they crept in as quiet as mice,  
All wet with snow, and as cold as ice :  
For they thought 'twould be better that stormy night  
To lie down and sleep than to quarrel and fight.

**Note.**—This is a story of two little kittens that fought for a mouse on a stormy night. An old woman swept them both out of the room into the snow, and then they saw how foolish they had been.

**Model**—One stormy night, two little kittens began to quarrel and then to fight. One had a mouse, the other had none. Thus the quarrel began. The bigger cat said that she would have the mouse ; the little one said that she would not have it. It was a stormy night, as I told you before, when the two cats began to fight. The old woman seized the broom, and swept them out of the room.

The ground was covered with frost and snow and the two little kittens could not go anywhere else. So they lay down on a mat at the door, while the old woman finished sweeping the floor. Then they crept in as quiet as mice, and as cold as ice ; for they thought that it would be better that stormy night to lie down and sleep than to quarrel and fight.

## 2. THREE FISHERS

Three fishers went sailing away to the west,  
Away to the west as the sun went down ;  
Each thought on the woman who loved him the best,  
And the children stood watching them out of  
the town.

For men must work, and women must weep,  
And there's little to earn, and many to keep,  
Though the harbour bar be moaning.

Three wives sat up in the lighthouse tower,  
And trimmed the lamps as the sun went down ;  
They looked at the squall, and they looked at the shower,  
And the night-rack came rolling up, ragged and  
brown !

But men must work, and women must weep,  
Though storms be sudden and waters deep,  
And the harbour bar be moaning.

Three corpses lay out on the shining sands,  
In the morning gleam, as the tide went down,  
And the women are weeping and wringing their hands  
For those who will never come home to the town.

For men must work, and women must weep,  
And the sooner it's over the sooner to sleep,  
And good-bye to the bar and its moaning.

*J. Kingsley.*

Here is the same story, told in prose :

One afternoon, in a western port, three fishermen might be seen walking slowly down towards the beach. Heavy masses of clouds were moving rapidly overhead; the setting sun had tinged the sky an angry crimson, and the waves broke with a moaning noise over the bar at the mouth of the harbour. The fishermen knew that a storm was threatening, but still they were going to sea, for their families were large and their earnings had of late been small. Yet they were sad at heart, and as they sailed away they thought of the dear wives left behind, and of the dear children watching them out of the town. The women were so anxious that they could not rest at home, so they went up to the lighthouse to trim the lamps and peer out into the darkness. The storm came on even sooner than was expected. A huge billow caught the fishermen's boat and sank it, and the tide carried their dead bodies to the shore. By morning the storm had passed, and the rising sun shone on the wet sand and on three poor women wringing their hands over the corpses of their husbands.

Note that in this prose rendering there is no attempt to preserve the poetry. Attention has been paid to the story only, and that has been told in the simplest manner.

## 3. THE BLIND MEN AND THE ELEPHANT

It was six men of Indostan  
 To learning much inclined  
 Who went to see the Elephant  
 (Though all of them were blind)  
 That each by observation  
 Might satisfy his mind.

The First approached the Elephant,  
 And happening to fall  
 Against his broad and sturdy side,  
 At once began to bawl:  
 " God bless me! but the Elephant  
 Is very like a wall!"

The Second, feeling of the tusk,  
 Cried, " Ho, what have we here  
 So very round and smooth and sharp?  
 To me 'tis mighty clear  
 This wonder of an Elephant  
 Is very like a spear!"

The Third approached the animal,  
 And happening to take  
 The squirming trunk within his hands,  
 Thus boldly up and spake:  
 " I see," quoth he, " the Elephant  
 Is very like a snake!"

The Fifth who chanced to touch the ear,  
 Said, " Even the blindest man  
 Can tell what this resembles most;  
 Deny the fact who can,  
 This marvel of an Elephant  
 Is very like a fan."

The Sixth no sooner had begun  
 About the beast to grope,  
 Than seizing on the swinging tail  
 That fell within his scope,  
 " I see," quoth he, " the Elephant  
 Is very like a rope!"

And so these men of Indostan  
 Disputed loud and long,  
 Each in his own opinion  
 Exceedingly stiff and strong,  
 Though each was partly in the right,  
 And all were in the wrong!

—John Godfrey Saxe.

Select the stanza that is the introduction. Fill in the following blanks from what is told in the stanza.

1. The who	3. The where .
2. The when	4. The why . . . .

Tell in your own words the story of each verse.

#### 4 THE PARROT AND THE CROWS

A parrot, red and blue and green,  
 Was at a farm house often seen,  
 He flew about from tree to tree,  
 As blithe and happy as could be

One day the crows pulled up the wheat,  
 And Poll, too, helped to pull and eat,  
 He chattered to the farmer's foes,  
 And did more damage than the crows

The farmer brought his gun and shot—  
 Alas for Poll's unhappy lot!  
 No more on high the parrot rose,  
 But wounded lay among the crows

**“Bad Company,”** the farmer said,  
 As Poll was carried off to bed,  
 “Had you not with the crows been found.  
 You still had been all safe and sound.”

The farmer's children went to see  
 How Poll had happened hurt to be;  
**“Bad Company,”** the parrot said,  
 And sadly shook his wounded head.

Poll soon grew well and hopped about;  
 But often when the children shout  
 He'll perch upon the nearest tree,  
 And sadly say, " **Bad Company.**"

**Tell in your own words the story of the poem.**

### 5. THE BEGGAR MAN

Around the fire, one wintry night,  
 The farmer's rosy children sat;  
 The faggot lent its blazing light  
 And jokes went round, and careless chat;  
 When, hark! a gentle hand they hear  
 Low tapping at the bolted door;  
 And thus, to gain their willing ear,  
 A feeble voice was heard implore:

" Cold blows the blast across the moor,  
 The sleet drives hissing in the wind;  
 You toilsome mountain lies before  
 A dreary, treeless waste behind.

" My eyes are weak and dim with age,  
 No road, no path can I descry;  
 And these poor rags ill stand the rage  
 Of such a keen, inclement sky.

" So faint I am, these tottering feet  
 No more my palsied frame can bear;  
 My freezing heart forgets to beat,  
 And drifting snows my tomb prepare.

" Open your hospitable door,  
 And shield me from the biting blast;  
 Cold, cold it blows across the moor,  
 The weary moor that I have passed!"

With hasty steps the farmer ran,  
 And close beside the fire they place  
 The poor half-frozen beggar man,  
 With shaking limbs and pale-blue face.

The little children flocking came,  
 And chafed his frozen hand in theirs ;  
 And busily the good old dame  
 A comfortable mess prepares.

Their kindness cheered his drooping soul ;  
 And slowly down his wrinkled cheek  
 The big round tear was seen to roll,  
 Which told the thanks he could not speak

The children then began to sigh,  
 And all their merry chat was o'er ;  
 And yet they felt, they knew not why,  
 More glad than they had done before.

**Tell in your own words the story of the poem.**

## 6. LUCY GRAY

1. Oft I had heard of Lucy Gray :  
 And, when I crossed the wild,  
 I chanced to see, at break of day,  
 The solitary child.
2. No mate, no comrade Lucy knew ;  
 She dwelt on a wide moor—  
 The sweetest thing that ever grew  
 Beside a human door !
3. You yet may spy the fawn at play,  
 The hare upon the green ;  
 But the sweet face of Lucy Gray  
 Will never more be seen.
4. “ To-night will be a stormy night—  
 You to the town must go ;  
 And take a lantern, child, to light  
 Your mother through the snow.”
5. “ That, father, will I gladly do !  
 'Tis scarcely afternoon—  
 The minster clock has just struck two,  
 And yonder is the moon ! ”

6. At this the father raised his hook,  
And snapped a faggot-band;  
He plied his work;—and Lucy took  
The lantern in her hand.
7. Not blither is the mountain roe:  
With many a wanton stroke  
Her feet disperse the powdery snow,  
That rises up like smoke.
8. The storm came on before its time:  
She wandered up and down;  
And many a hill did Lucy climb,  
But never reached the town!
9. The wretched parents all that night  
Went shouting far and wide;  
But there was neither sound nor sight  
To serve them for a guide.
10. At day-break on a hill they stood,  
That overlooked the moor;  
And thence they saw the bridge of wood,  
A furlong from their door.
11. They wept, and, turning homeward, cried,  
“In heaven we all shall meet!”—  
When in the snow the mother spied  
The print of Lucy’s feet!
12. Then downward from the steep hill’s edge,  
They tracked the foot-marks small;  
And through the broken hawthorn hedge,  
And by the long stone wall;
13. And then an open field they crossed;  
The marks were still the same;  
They tracked them on, nor ever lost,  
And to the bridge they came.
14. They followed from the snowy bank  
Those foot-marks, one by one,  
Into the middle of the plank;  
And further there were none!

15. Yet some maintain that to this day  
 She is a living child ;  
 That you may see sweet Lucy Gray  
 Upon the lonesome wild.

16. O'er rough and smooth she trips along,  
 And never looks behind ;  
 And sings a solitary song  
 That whistles in the wind.

—*Wordsworth.*

**Summary:**—One winter afternoon Lucy Gray took a lantern, and went out to meet her mother as she returned from town. Her mother returned without her, and her parents spent the whole night in looking for her. Next morning they found, by her foot-marks, that she had slipped over the edge of a bridge into the stream, and had been carried away by the waters. It is said that the incident on which this poem is founded took place near Hallifax, a town in Yorkshire.

**Tell in your own words the story of the poem.**

### 7. CASABIANCA

The boy stood on the burning deck,  
 Whence all but he had fled ;  
 The flame, that lit the battle's wreck,  
 Shone round him o'er the dead,  
 Yet beautiful and bright he stood,  
 As born to rule the storm ;  
 A creature of heroic blood,  
 A proud though child-like form !

The flames rolled on ; he would not go,  
 Without his father's word ;  
 That father, faint in death below,  
 His voice no longer heard.  
 He called aloud : ' Say, father, say,  
 If yet my task is done ? '—  
 He knew not that the chieftain lay  
 Unconscious of his son.

Speak, father! ' once again he cried,  
 ' If I may yet be gone!  
 And'—but the booming shots replied  
 And fast the flames rolled on.  
 Upon his brow he felt their breath,  
 And in his waving hair,  
 And looked from that lone post of death,  
 In still, yet brave despair;  
 And shouted but once more aloud,  
 ' My father! must I stay? '  
 While o'er him fast, through sail and shroud,  
 The wreathing fires made way.  
 They wrapped the ship in splendour wild,  
 They caught the flag on high,  
 And streamed above the gallant child,  
 Like banners in the sky.

There came a burst of thunder sound,—  
 The boy! Oh, where was he?  
 Ask of the winds, that far around  
 With fragments strewed the sea,—  
 With mast, and helm, and pennon fair,  
 That well had borne their part!  
 But the noblest thing that perished there,  
 Was that young faithful heart!

—*Mrs. Hemans.*

**Tell in your own words the story of the poem.**

### 8. LORD ULLIN'S DAUGHTER

A chieftain, to the Highlands bound,  
 Cries, ' Boatman, do not tarry!  
 And I'll give thee a silver pound,  
 To row us o'er the ferry.'—  
 ' Now, who be ye would cross Loch Gyle,  
 This dark and stormy water?'—  
 ' O! I'm the chief of Ulva's Isle,  
 And this, ' Lord Ullin's daughter.

' And fast before her father's men  
 Three days we've fled together,  
 For should he find us in the glen,  
 My blood would stain the heather

' His horsemen hard behind us ride,  
 Should they our steps discover,  
 Then who will cheer my bonny bride  
 When they have slain her lover ? '

Out spoke the hardy Highland wight,  
 I'll go, my chief—I'm ready  
 It is not for your silver bright,  
 But for your winsome lady

' And by my word ! the bonny bird  
 In danger shall not tarry,  
 So, though the waves are raging white,  
 I'll row you o'er the ferry

By this the storm grew loud apace,  
 The water wraith was shrieking,  
 And in the scowl of heaven, each face  
 Grew dark as they were speaking

But still, as wilder blew the wind,  
 And as the night grew drearer,  
 Adown the glen rode armed men,  
 Their trampling sounded nearer

O haste thee, haste ! ' the lady cries,  
 Though tempests round us gather  
 I'll meet the raging of the skies,  
 But not an angry father —

The boat has left a stormy land,  
 A stormy sea before her, —  
 When, oh ! too strong for human hand  
 The tempest gathered o'er her

And still they rowed amidst the roar  
 Of waters fast prevailing.  
 Lord Ullin reached that fatal shore, —  
 His wrath was changed to wailing.

For, sore dismayed through storm and shade  
His child he did discover;—  
One lovely hand she stretched for aid,  
And one was round her lover.

‘Come back! come back!’ he cried in grief,  
Across the stormy water;  
‘And I’ll forgive your Highland chief,  
My daughter! oh, my daughter!’

‘Twas vain: the loud waves lashed the shore,  
Return or aid preventing;—  
The waters wild went o’er the child,  
And he was left lamenting.

—*Campbell.*

**Tell in your own words the story of the poem.**

## CHAPTER XXII

## PICTURES IN POEMS

**129.** Some people paint or draw pictures for us with colours. Some can make us see pictures in our minds through the use of certain words in stories or poems.

## BY THE FIRESIDE

When the firelight red and clear,  
 Flutters in the blank wet pane,  
 It is very good to hear  
 Howling winds and trotting rain;  
 It is very good indeed,  
 When the nights are dark and cold,  
 Near the friendly hearth to read  
 Tales of ghosts and buried gold.

—*Alfred Noyes.*

Read the poem above. Find the words in the stanza that describe each of the following words:

firelight	rain
pane	nights
winds	hearth

## GOLDENHAIR AND HER GRANDPAPA

Goldenhair climbed up on Grandpapa's knee:  
 Dear little Goldenhair! tired was she,  
 All the day busy as busy could be.

When you read these lines, what persons do you see? Where is **Grandpapa**—in the house or outdoors? Is he walking, standing or sitting? Is he large or small, young or old? Of what colour is his hair? Does he look cross, or has he a kind, pleasant face?

Describe the little girl. How old is she? Of what colour are her eyes and her hair? What do you see **Goldenhair** do? How does **Grandpapa** receive her?

## Exercise 33

Study carefully the following extracts, and then give full descriptions of the pictures which you see in each :

## I

Somewhat back from the village street  
Stands the old-fashioned country-seat.  
Across its antique portico  
Tall poplar-trees their shadows throw.

## II

The cottage was a thatched one,  
The outside old and mean :  
Yet everything within that cot  
Was wondrous neat and clean.

The night was dark and stormy,  
The wind was howling wild ;  
A patient mother knelt beside  
The deathbed of her child.

## III

When the British warrior Queen,  
Bleeding from the Roman rods,  
Sought, with an indignant mien,  
Counsel of her country's gods.

Sage beneath a spreading oak  
Sat the Druid, hoary chief ;  
Every burning word he spoke  
Full of rage, and full of grief.

## IV

## THE VILLAGE BLACKSMITH

1

Under a spreading chestnut-tree  
The village smithy stands ;  
The smith, a mighty man is he,  
With large and sinewy hands ;

And the muscles of his brawny arms  
Are strong as iron bands.

His hair is crisp, and black, and long.  
His face is like the tan;  
His brow is wet with honest sweat,  
He earns whate'er he can,  
And looks the whole world in the face,  
For he owes not any man.

## 3

Week in, week out, from morn till night,  
You can hear his bellows blow :  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell,  
When the evening sun is low.

And children coming home from school  
Look in at the open door ;  
They love to see the flaming forge,  
And hear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from a threshing-floor.

He goes on Sunday to the church,  
And sits among his boys ;  
He hears the parson pray and preach,  
He hears his daughter's voice  
Singing in the village choir,  
And it makes his heart rejoice.

## 6

It sounds to him like her mother's voice,  
Singing in Paradise !  
He needs must think of her once more,  
How in the grave she lies ;  
And with his hard, rough hand he wipes  
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,  
Onward through life he goes;  
Each morning sees some task begun,  
Each evening sees it close;  
Something attempted, something done,  
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,  
For the lesson thou hast taught!  
Thus at the flaming forge of life  
Our fortunes must be wrought,  
Thus on its sounding anvil shaped  
Each burning deed and thought.

—*Longfellow.*

What pictures come to your mind when you read the following?

1. A spreading chestnut tree.
2. With large and sinewy hands.
3. The muscles of his brawny arms.
4. His hair is crisp, and black, and long.
5. His brow is wet with honest sweat.

What do you see and hear when you read the third stanza? The fourth stanza? The fifth stanza?

**Exercise 34**  
**PICTURE STORIES**



**THE DOG AND THE BONE**

- 1 Look at these pictures.
2. These pictures tell a story, step by step
- 3 Answer the questions your teacher asks you about the pictures
- 4 *Write the story told in the pictures.*



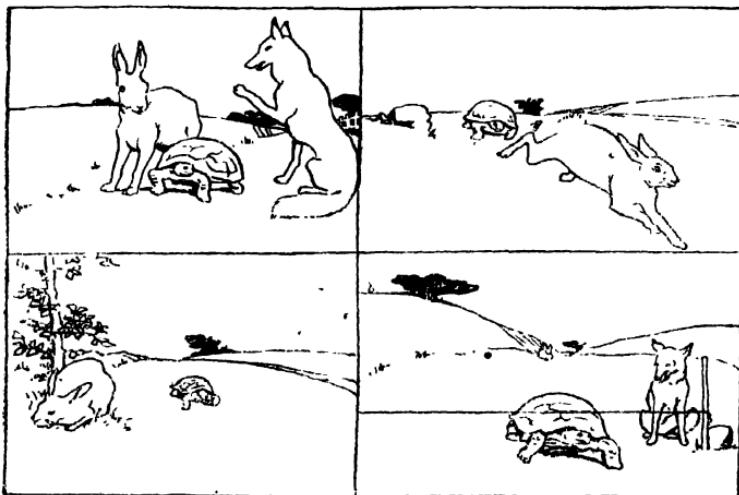
### THE CROW AND THE JAR

1. The pictures at the top of the page tell us a story, more or less clearly. Each little picture tells us a little bit of the story, like the pictures in the cinema.

2. Answer the questions your teacher asks you about the pictures.

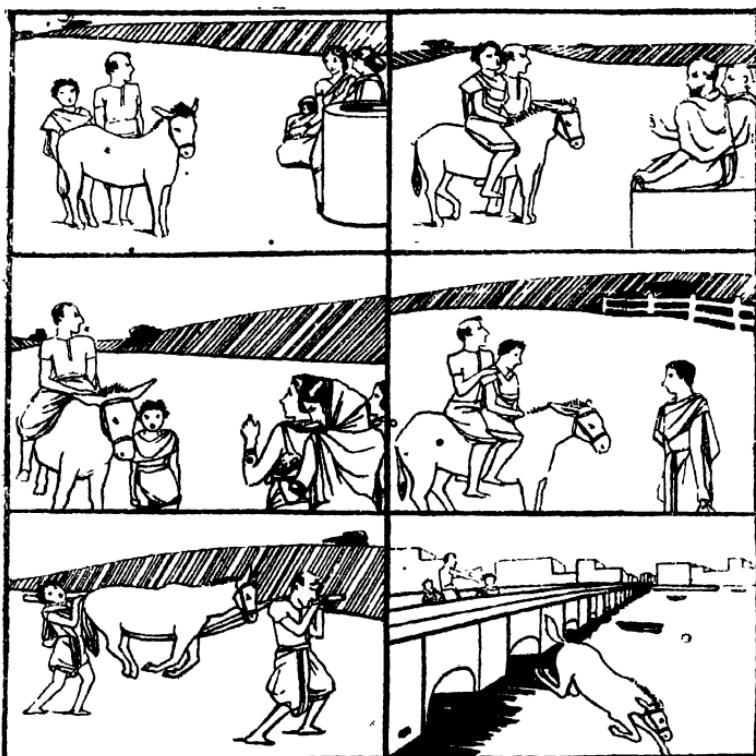
3. Write the story told in the pictures.

4. Write a sentence saying what the fable teaches us.



### THE HARE AND THE TORTOISE

1. The four small pictures at the top of the page tell the old story or fable of the race between the hare and the tortoise with the fox as the judge.
2. Write the story told in the pictures and let your animals talk. A story is always better if it has conversation in it.
3. Write a sentence saying what this fable teaches us.



### THE MAN, HIS SON, AND HIS ASS

1. Here is another picture page which tells a story like a film, though not quite so quickly.
2. Tell the story with the help of each of the small pictures. If anything is not quite clear, ask your teacher about it.
3. Write a sentence saying what the fable teaches us.



### THE SAILOR AND THE BIRDS

A sailor who had been a prisoner in France, one day bought a cageful of birds from a man in London, and let them escape, saying that prison life had made him enjoy seeing birds set free.

Study the picture until you can tell a story about it.

Write the story told in the picture.



### THE LITTLE RAILROAD HERO

Andy Moore lived in the country by the side of a railway. One day, when crossing the line, he saw the rails were out of place. Hearing a train coming, he stood in the middle of the line; the driver stopped the train, and the people were saved.

Study the picture until you can tell a story about it.  
Write in your own words the story of the picture.



### CRUSOE AND HIS FAMILY

Crusoe lived alone on the island for many years without seeing a human face or hearing a human voice. He had, however, several animals, and their companionship helped to brighten his solitary life.

His family consisted of a dog that he had saved from the wreck, two cats that he had reared, and a parrot that he had tamed and taught to speak.

At meal-times the dog sat by his side, the parrot on his shoulder, and the cats on the table.

The parrot constantly said, "Poor Robinson Crusoe! Where are you? Where have you been? How came you here?"

Write from the outline the story that this picture suggests to you.



### CRUSOE AND FRIDAY

Crusoe had a dog, two cats, and a parrot. Even so, he was lonely. The company of the dog, the cats, and the parrot did not satisfy him. He wanted to talk, and he wanted some one to talk to him.

When Friday was brought to the island by the cannibals, he escaped from his captors and found refuge with Robinson Crusoe. One of the first things that Crusoe did was to teach Friday to understand what was said to him and to express his thoughts so that he could be understood.

Expand in your own words the outline into a story.



OTHELLO TELLING THE STORY OF HIS  
PERSONAL EXPERIENCES

Read the story of Othello in your "Lamb's Tales from  
Shakespeare and then write a short account of Othello and  
Desdemona.

## DEMOSTHENES

Ability to make an effective speech often brings power and position with it. This is true to-day as it was in the days of Demosthenes.

Inventions, like the telephone and the radio, have extended the range of the human voice, so that it is possible for it to be heard thousands of miles away.



Write in about three paragraphs the story that this picture and the outline suggest to you.



## OPPORTUNITY

Master of human destinies am I.  
Fame, love, and fortune on my footsteps wait.  
Cities and fields I walk; I penetrate  
Deserts and seas remote, and passing by  
Hovel and mart and palace—soon or late  
I knock unbidden once at every gate.  
If sleeping, wake—if feasting, rise before  
I turn away! It is the hour of fate;  
And they who follow me, reach every state  
Mortals desire, and conquer every foe  
Save death; but those who doubt or hesitate,  
Condemned to failure, penury and woe,  
Seek me in vain, and uselessly implore,  
I answer not, and I return no more.

—John James Ingalls.

Study the picture and write in a paragraph the gist that this poem suggests to you.

## CHAPTER XXIII

## THE PARAGRAPH

**180.** You know that numbers of sentences are often grouped together to form a Paragraph. If you examine the paragraphs more closely, you will see that all the sentences in one paragraph refer to one thing or idea. When an entirely new idea or topic is introduced, a fresh paragraph is begun.

The following are Examples of separate Paragraphs:

## THE AEROPLANE

The World War led to a rapid increase in the power and speed of aeroplanes, as each side did its utmost to bring out faster machines than the other. At the beginning of the War, Britain had only a dozen or two very slow aeroplanes, hardly fit for fighting. When peace was declared she had over 3,000 in the field, besides many thousands in reserve.

Since the World War most attention had been given to the aeroplane for taking mails and passengers. The aeroplane has conquered the air. It has climbed skyward 40,000 feet, moved at speeds up to 300 miles an hour and kept afloat for as many as fifty hours.

## THE WONDER OF THE TELEPHONE

Not very long ago at a public dinner in a New York hotel a telephone instrument stood at every place. During the evening it was announced that a gentleman in San Francisco, known to them all would speak to his friends. The diners took up the receivers, and clearly and distinctly, not only the words but the very tones of

their friend, came to them across three thousand miles of mountain, valley and plain.

The telephone has become so much a part of our daily life that we hardly realize how much we depend upon it until we try to think how difficult it would be to do without it. We call the doctor, the plumber, the grocer or the butcher; the businessman uses it dozens of times every day; we call our friends to talk over our phones with them. Over the wires come good news, bad news, sighs, laughter, with all the little tricks of speech by which we distinguish one voice from another.

No other countries have so many telephones as the United States and Canada, and nowhere else is the service so quick, so cheap and so good. In most parts of Europe few private houses have telephones, while in the United States and Canada there are many towns where nearly every office or dwelling has one or more. In the country districts you may see the telephone poles and wires along every road. The farmer and his family can talk with their neighbours or with the people in the towns.

#### WONDERS OF WIRELESS TELEGRAPHY

Marconi in 1896 patented the system of wireless telegraphy. Since those early days immense strides have been made, and a chain of high-powered wireless stations now girdles the earth, messages being flashed by wireless from one end of the earth to another in a few seconds.

One of the greatest boons of wireless telegraphy is that it enables ships in mid-ocean to communicate with each other or with the shore. All vessels of a certain

tonnage are required to have a wireless operator continually on duty. A ship in distress can wireless calls for help, and a captain of a vessel which carries no surgeon can wireless for instructions in an emergency.

Aeroplanes receive weather reports, bearings, or landing instructions by wireless, and in foggy weather are guided home by its aid. Police cars in pursuit of criminals carry a wireless installation by means of which they keep in touch with headquarters. By a wonderful extension of the system we may speak from London to New York on the wireless telephone. Pictures, too, are wirelessed, and daily newspapers are able to print photographs of events which took place in Berlin or London a few hours previously. Music and speech are broadcast from our cities to a world-wide audience by wireless.

#### THE CLOCK KING ALFRED MADE

King Alfred resolved that he would pray to God regularly, for he was thankful for His aid in bringing peace to England. But Alfred had much to do, and no way of knowing what time of day it was.

So he invented a queer clock that would work on dark days or nights when he could not see the sun. He had wax candles made, cast a foot long and thick enough so that each candle burned four hours. He burned six candles in a whole day.

He found that sometimes winds would blow a candle and make it burn faster, or put it out. So he made a little round lantern out of a cow's horn which protected the flame so that each candle burnt exactly four hours.

## Exercise 35

## PARAGRAPH EXERCISES

Write something about your pets.\* If you have a ~~bird~~ or a ~~bat~~ or a ~~dog~~, write answers to the questions given on those subjects:

## MY BIRD

Have you a bird? How old is it? Of what colour is it? What is its name? Who takes care of it? What do you do for it? What does it eat? How often does it take a bath? How does the bird answer when you talk to it? Where do you keep its cage? In what part of the day does it sing most? How does it sit when it sleeps?

1. Write a paragraph on "My Bird."

## MY CAT

Have you a cat? What is your cat's name? Of what colour is the cat? With what do you feed it? What food does it get for itself? How does it catch a mouse? What does it do with the mouse before killing it? Does your cat stay in the house? Where does it like to lie best? What does it do when it is happy?

2. Write a paragraph on "My Cat."
3. Tell any little story about your cat.

## MY DOG

Have you a dog? Is it a large or a small dog? What is its name? Where does it sleep at night? Is it glad to see you when you come home from school? What makes you think so? How does it act when strangers come to the house? Has it any tricks? What are they?

---

\* **To the Teachers.**—Before taking up this Exercise, please talk with the children about their pets. Find out what pets they have, and lead the pupils to talk about them. Then let each child write about his or her own pets.

Write a paragraph on

4. Dogs.
5. My dog.
6. A dog I have known.

7. If you have a bird in a cage let it tell the story of its life day by day.

## B

1. Let each of these tell its own life story

- (1) A Bag of Flour.
- (2) A Box of Matches
- (3) A Packet of Tea.
- (4) A Bunch of Grapes.
- (5) A Box of Oranges.

2. Keep a diary for the next five days and write a separate paragraph on the happenings of each day. See how many interesting details you can mention.

3. Have you not had some interesting things happen during vacation that you might relate? Tell these in short paragraphs in an interesting manner.

4. If you have ever been to a Fair, tell all you did and saw.

5. Tell all you know about a Cuckoo.

6. Let a washerman's ass tell the story of its day's work.

7. Finish each of these stories in any way you like

- (1) We were seated round the fire telling ghost stories when suddenly we heard a loud rat-tat at the door . . . .
- (2) We were walking through the field when suddenly . . . .

8. Have you ever set out a fruit-tree? If a fruit-tree could tell its own story, what would it say?

- (a) Write what you imagine it would say.
- (b) Write a paragraph on **My Favourite Fruit**.

9. Read the story of **The Clock King Alfred Made**. Have you a wrist-watch? Suppose King Alfred should come to life and spend an hour with you, how would he feel and what would he say? Imagine that this happens and write an account of the incident.

10. Have you a radio? Suppose Raja Ram Mohan Roy should come to life and spend the evening at your home listening in, how would he feel and what would he say? Imagine that this happens and write an account of the incident.

1. Try to make a good story about each of the following:

- (1) little boy—river-bank—splash—shout—dog—rescue.
- (2) ship—storm—lifeboat—people saved.

2. A boy found an eight-anna piece in the road. Let the eight anna piece speak and tell the story of how it was lost.

3. Suppose you are an iron bar. Tell the story of your life.

4. Suppose you are a race-horse. Tell how you won a great race.

5. Let a piece of cheese tell its own life story.

6. Let a woollen blanket tell its own life story.

7. Let an old arm-chair tell the story of some of the people, who sat in it years ago.

8. Finish the following story in any way you like:

Two men once saw a bear coming towards them. One of the men quickly climbed a tree, but the other man . . . .

9. A very old tree is blown over in a gale. Let the tree tell the story of its life.

10. Have you ever gone fishing? Imagine you are a boy and write an account of your outing.

## CHAPTER XXIV

## SHORT ESSAYS

**131.** Just as related sentences are grouped into paragraphs, so related paragraphs are grouped into whole compositions. The sentences forming a paragraph relate to one scene or to one topic. The paragraphs forming a whole composition relate to one subject.

The following is a general outline of a brief and simple composition on

## THE SHEEP

- 1 Description
- 2 Character and Habits
- 3 Uses

The outline may be filled in thus

**Description.**—A full grown sheep will be a little over two feet in height. It will weigh about eighty pounds. It appears to have a bulky body. It is clothed with a thick coat of grey wool. The head is dark-coloured. It looks rather small. Male sheep are called rams. They have horns to defend themselves. It has a hard pad instead of teeth at the front of the upper jaw. It has no difficulty in cropping the grass. It chews its food at leisure like the cow. It has strong cloven feet. By means of these it can climb steep places with safety.

**Character and Habits.**—It is a gentle creature. It is easily frightened. Its chief food is the short grass found on the hill-sides. It lives in the open air all the year round. Large flocks are tended by a shepherd.

and his dogs. Young sheep are called lambs. They are pretty, playful creatures.

**Uses.**—In summer it is sheared. The wool is manufactured into different kinds of clothing. Its flesh is called mutton. It is tender. It is largely eaten in this and in many other countries.

### Exercise 36

#### OUTLINES

To be expanded into Compositions.

##### 1. THE GOAT

1. Compare goat and sheep.
2. Description.
  - (1) Some have long hair, others short.
  - (2) Some have horns, others are without.
  - (3) Hoofs are hollow and well-adapted for climbing.
  - (4) Not so much affected by the weather as sheep.
3. Numerous in Syria and Switzerland.
4. Supplies milk.
5. Skin made into leather—flesh is eaten—hair of Cashmere goat made into shawls.

#### Model

The goat is an animal of about the same size as the sheep. Some goats have long hair, whilst others have short hair like the cow or the horse. Some have horns; others lack this means of defence. The goat's hoofs are hollow, and it is therefore well adapted for climbing. The tail is short, and its legs are very similar to those

of the sheep. Goat's hair, as a rule, is coarser than the wool of the sheep.

Goats are excellent climbers. They can scale steep cliffs with wonderful ease. They are of a rambling nature, and when making their excursions will crop almost any kind of plants. They are not much affected by the severity of the weather, as sheep are, and they are capable of much more endurance than sheep. When trained they show much attachment to those who treat them kindly, and can do tricks. They often live to the age of 15 years.

Goats are numerous in Syria and Switzerland, where large herds of them are kept, just as cows and sheep are in many other countries.

The goat supplies milk, which is specially suited to invalids and children. Its skin is made into leather, and its flesh is eaten. In India, the Hindus sacrifice the goat before their gods and goddesses. The hair of the Cashmere goat is of so fine a quality that it is made into shawls, which are much prized. The Bedouins (nomad Arabs) dwell in black tents, made of goat's hair which forms a perfect waterproof covering.

## 2. THE CAT

1. Where found.
2. Why kept.
3. Fitted to be a beast of prey.
4. Fitted for night prowling.
5. Fitted to be a pet.
6. Habits.

## 3. THE OWL

1. Night bird.
2. Downy feathers make flight silent.
3. Beak and claws.
4. Food.
5. Haunts.

## 4. THE ELEPHANT

1. Largest land animal.
2. Very heavy body, thick skin, little hair, legs thick, head small, two tusks.
3. Short neck—trunk, why needed?—describe.
4. Clever, obedient, faithful.

## 5. STORIES OF ELEPHANTS

Tell a story showing cleverness of elephants.

## 6. BEES

Write five paragraphs about Bees. Select a different topic for each paragraph. For example, you might follow an outline like this:

1. Where and how bees live.
2. How they gather honey.
3. How they store the honey away.
4. How they divide the work.
5. The usefulness of bees.

## 7. THE LION

**Outline**—The King of beasts. Found in Africa, and parts of Asia, as Arabia, Persia, India. Height, five feet. Length, eight feet. Muscles of jaws and legs very strong. Male has huge head with mane. Female has no mane. Roar very striking, and resembles thunder. Lion will attack any animal except rhinocerous and elephant. Favourite prey—gnus, zebras, antelopes.

**Model**

The lion has been called the "King of beasts." This is because of its noble and majestic bearing, its great strength, and its powerful voice.

There are lions in other parts of Asia as well as India, but Africa is now the chief home of the lion. To-day, in India, lions have become so scarce that nobody is allowed to hunt them. The African lions are larger and more ferocious than the Asiatic lions. A full-grown lion is about five feet high, and eight feet in length. Its head is very large, and it has thick long hair on its head and neck called the mane. The muscles of its jaws and legs are very strong. The lion is so strong that it can dash the giraffe to the earth, or carry away a big buffalo as easily as a cat can carry a rat. The soft pads on its feet enable it to creep noiselessly through the woods. The roar of the lion is very striking. There is no other sound in the animal world like the roar of a lion: it is so loud, so deep, and so powerful, and it often resembles thunder as it echoes in the forest. The female does not possess a mane, but it is of very fierce appearance also.

The lion is less ferocious than the tiger, and has in it sparks of nobleness which entitle it to be called

the "King of beasts." The lion will attack any animal except the rhinoceros and the elephant. Gnus, zebras, and antelopes seem to be its favourite prey. It is said that the lion never makes a second attempt on its prey, if it fails in the first attempt.

The lion is sometimes trained for the circus. The lioness produces from two to four cubs at a time and is exceedingly affectionate to them.

#### 8. THE CAMEL

**Outlines**--Very ugly-looking. Arabian camel, one hump. Bactrian, two. Height from five to seven feet. Head is small, neck is long. Legs long and slender. Feet hoofed and thus well adapted for sandy places. Can go long distances without food or water. Nostrils keep out the sand. Five stomachs. Stores water in one. Kneels when being loaded. Found in Arabia. Useful in crossing sandy deserts. "Ship of the desert."

#### Model

The camel is a very ugly-looking animal. The Arabian camel has a large hump on its back; the Bactrian camel has two humps. In its hump the camel carries nourishment from which it draws strength while it is on a long, hard journey. The height of the camel is from five to seven feet. The head is small and the neck long. The legs are long and slender, and the feet are hoofed in a manner well suited to traverse sandy plains. It is the only animal that can cross the great sandy wastes, where there is no water. A horse, or any other animal, carrying a burden upon its back, would sink so deeply into the loose, shifting sand, that it

would soon become tired. When the wind blows and great sand-storms rage, any other animal than the camel would be suffocated. The camel has nostrils which it can close tightly, and so keep the sand from getting into its lungs. But one of the most wonderful things about the camel is the way it keeps itself from thirst. Besides the four stomachs generally possessed by animals of this class, the camel has a fifth stomach, and in this it retains water when on a long journey.

Before starting on a journey, the Arab loads the camel with what he wishes to carry, and during the process of loading it assumes a kneeling attitude. It also usually drinks a good supply of water. After that it can plod bravely across the burning sands for six or seven days without taking water again, carrying on its back a heavy weight and eating nothing but the thorny, prickly food growing here and there in the wilds.

That is the life lived by the camel, which carries the loads. There are other camels not so heavy in build called dromedaries, upon which men ride. These run along at the rate of eight or ten miles an hour, and can keep on at that pace for a whole day and half the night without taking rest. No other animal could do that.

The camel is said to be unwilling, jealous, and revengeful in its disposition. For crossing the desert it is man's best friend. It is often called "The ship of the desert." This name is applied to it because it can carry merchandise across the desert, just as ships carry it across the sea.

## 9. THE MONKEY

1. **Description.**—Like man in many respects; can use forelegs as hands; sharp and pointed teeth.

2. **Where found.**—Abounds in Africa, Asia and South America.

3. **Varieties.**—The ape is the biggest and the fiercest: the gibbon, the orang-outang, the gorilla, the chimpanzee, the baboon, the marmoset and Indian monkeys.

4. **Habits.**—Most monkeys live in trees and move about in troops. Their food is chiefly fruit and insects. They are very intelligent. Sometimes their intelligence is misdirected when they make mischief. They are regarded as sacred in Hindu places of pilgrimage. Man is supposed to have descended from monkeys according to Darwin. An anecdote to illustrate the cleverness of the monkey.

## 10. ANY TOWN

1. Name	4. Chief industry
2. Situation	5. Chief buildings
3. Population	6. History

## 11. A TOWN—ANOTHER FORM

1. A town consists of many streets and hundreds of houses.
2. Large shops in the main streets.
3. Trams and buses pass to and fro.
4. Town Hall, Post Office, and other public buildings.
5. Many factories and foundries are to be seen.
6. The smoke from houses and works makes the air foul and unhealthy.

## 12. MODES OF LIGHTING

**Outlines**—Chief modes. Candles, oil-lamps, gas, electricity. **Candles**—wick surrounded by tallow, no special preparation required for lighting; easily conveyed. **Oil-lamps**—oil in small reservoir; give good light; can be readily carried. **Gas**—manufactured from coal; conveyed in pipes; brighter light than candles and lamps; useful for cooking. **Electricity**—brightest of lights; the light of the future; already used in many places.

**Model**

Light is necessary to see in darkness. The chief modes of lighting are (1) candles, (2) oil-lamps (3) gas, (4) electricity.

Candles are made of stick of tallow or wax with a wick inside. They are a useful and easy mode of lighting. They do not require special preparation beforehand as is the case with oil-lamps. They can be carried from place to place, and thus have an advantage over gas.

Oil-lamps consists of oil in a small reservoir into which a wick dip. They give a good light, and, like candles, can be carried about. Castor, cocoanut and mustard oils give mild light. Kerosene oil gives a very bright light.

Gas is manufactured from coal and is stored in huge holders. It is conveyed through a series of pipes from the factory to the places where the light is required. It has many advantages over candles and oil-lamps. In the first place, it gives a brighter light. Again, being constantly in the pipes, it can be used at any moment without delay, by simply turning a tap. Gas can also be used for purposes of cooking.

Napoleon and Wellington never saw a gaslamp. In their day the best lights were candles and miserable little oil-lamps, just as men had had for hundreds of years before. For thousands of years kings' palaces were lit up with candles or oil-lamps. The Duke of Wellington wrote his despatches from the wars in the dim light of a candle. He was one of the most famous men in the world, yet when night came he could command no better light than this.

Electricity has changed the race of the world. It drives our trains and tram-cars, it carries water hundreds of miles, it enables us to have light where light could never have been before. To-day a child can fill a dark room with light by touching a switch or turning a tap, but even a king could not have done that a hundred years ago. The light is remarkably brilliant, and electricity is now the most favourite mode of lighting. Many railway stations and large buildings already use it instead of gas.

### 13. A NURSE

1. The work of a nurse is to wait on very sick people.
2. The doctor tells her what to do.
3. She gives the patients their medicine.
4. She prepares suitable food for them.
5. In hospitals large numbers of nurses are employed.

### 14. THE RAILWAY

1. Boys and girls are fond of travelling by rail.
2. They first go to the booking office, and obtain tickets.
3. Next they proceed to the platform, and await their train.
4. The train draws up, and they enter a compartment.
5. The guard blows his whistle, and the train departs.

## 15. A JOURNEY BY RAIL

**Outlines**—Kinds and descriptions; (1) Through manufacturing districts: (2) Through agricultural districts. (3) Along the sea-coast.

**Model**

A journey by rail presents us with many scenes. But these scenes differ in character according to the country through which we pass. Thus we see one kind of sight in passing through manufacturing districts, quite a different kind of sights in agricultural districts, while the scene changes again in passing along the sea-coasts.

When passing through manufacturing districts, one main feature of the scene seems to be the large number of tall chimneys. Generally these chimneys send forth dense volumes of smoke, which renders the atmosphere hazy; and gives a dirty and grimy appearance to everything around. Ware-houses and factories are seen on all sides; trucks laden with goods pass and repass along the line; and there is, generally, a considerable amount of bustle and activity.

In agricultural districts, the scene is quite different. Green fields waving with corn, cattle grazing on pasture-lands, quite farm-houses and rich orchards—these make up a most pleasant and agreeable spectacle. The houses peeping through clumps of trees look very nice, and the birds singing from boughs of trees make sweet music in the ear.

The scene changes again in passing along the sea-coast. Through the windows of your carriage you can

see the varying colour of the sea, and also the surf beating against the land. Sometimes the waves dash high, and at other times the sea is calm and peaceful. At sunrise and sunset there is often a picture of great loveliness:

#### 16. SPRING

1. What months?
2. Welcome season after short, cold days of winter.
3. Trees and flowers—blossom.
4. Sowing.
5. Birds flit to and fro, and their songs fill the air.
6. Pleasant walks in the country.

#### 17. COAL

**Outlines**—Coal is found in mines. It is really sunshine buried down in the earth. Shafts sunk. Cages. Engine outside the shaft. Coal found in layers. Tunnels. Roof supported by props. Pillars of coal are left standing. Miners subjected to much inconvenience. Coal is very useful—it cooks food, drives machines, etc., etc.

#### Model

Coal is a hard, black, shiny substance. It is found in mines; and there it occurs in seams which are from three to eight feet thick. Coal is really sunshine that has been buried down in the earth for millions of years. Great ferns and trees grew in the forests before men began to live in the world. The sun poured down upon them, and for hundreds of years the trees drank in the sunshine. Then the trees fell and were covered with earth, and long afterwards, men dug deep holes and found these trees, all changed into something hard and black which we call coal.

It is a very difficult task to get the coal. For the purpose of raising the coal, a circular hole is bored from the surface of the ground to the seams beneath. This hole is called the shaft. The shaft is ascended and descended by means of two cages which are kept steady with rods fixed to the side of the shaft. One cage ascends as the other descends. The cages are connected with an engine outside the shaft by strong wire-ropes. The ropes work along huge wheels erected on a wooden frame-work over the shaft.

From the bottom of the shaft tunnels are bored in different directions. Some of the tunnels are so low that it is impossible to stand upright in them. Wooden props are fixed at different points to keep the roof from falling; and sometimes huge pillars of coal are left standing for the same purpose. The miners take off almost all their clothes whilst working, and have frequently to occupy most uncomfortable positions, such as kneeling, and lying on their backs or sides. Their only light is the glimmer of a little lamp surrounded by wire-gauze.

The coal dug from the tunnels is conveyed to the bottom of the shaft by wagons along iron rails. It is then put into the cages and thus raised to the top of the mine. There it is put into carts or trucks and sent by road or rail to be sold.

The coal is very useful to us. The sunshine released by burning the coal cooks our dinner and drives the machines that make the cloth for our clothes, it carries the great ships across the sea, and the trains across the land. The engines are driven by steam; and this steam again is obtained from a coal fire.

## 18. SALT

1. **Where found**—An article of daily use obtained either from brine springs, the sea, or mines. In a purified form it is of a white colour.

2. **Kinds**—Rock salt is found in the Punjab, Poland, Persia and other countries. Sea salt is obtained from sea-water by evaporation. **Karkash** salt is imported into this country from Aden. The Liverpool salt is of a white sparkling colour and is free from impurities.

3. **Use**—Salt is most important for seasoning and preserving fish, meat, and other things. Without it we should find meat and vegetables hardly eatable. Animals which live on grass are very fond of salt, and will lick lumps of it greedily. Salt is also used in medicine. It helps digestion.

## 19. GOOD HEALTH

**Outlines**—The best treasure a person can possess. Money can procure luxuries and distinction, but good health is necessary above these. "Good health is the best wealth." Rules for health—(1) Cleanliness: body should be washed from head to foot. (2) Fresh air: oxygen is the best medicine, and should be taken in abundance. (3) Diet: food should be wholesome and taken regularly. (4) Exercise, very essential. (5) Sleep, renews the faculties.

## Model

Good health is the best treasure a person can possess. Money can do many things. It can procure luxuries and distinction. These, however, are of little consequence to a man unless health permit their enjoyment. The world, in fact, with all its attractions and wonders, is open to those who have wealth, but they cannot enjoy it all unless good health is also one of their possessions. There is no doubt, therefore, that 'Good health is the best wealth.' There are a number of useful rules

which will do much to ensure good health, if we only adopt them.

1. **Cleanliness**—The body requires to be kept very clean. It should be washed from head to foot at least every other day.

2. **Fresh air**—One of the chief constituents of the air is oxygen. It renews the blood; and is, thus the best of medicine. We ought to see that our rooms have at all times a plentiful supply of this wonderful and life-giving gas.

3. **Diet**—Food should be taken at regular intervals. Care should be taken that it is wholesome and suited to the constitution. Overfeeding and underfeeding are both bad.

4. **Exercise**—The muscles must be duly exercised, but excess in this direction is apt to be harmful.

5. **Sleep**—This is one of nature's best gifts. The hours of sleep are very valuable. The mind should be kept as calm and peaceful as possible before retiring to rest. Unless the brain be renewed by sleep, we cannot have good health.

## 20. THRIFT

**Outlines**—‘Take care of the pence, and the pounds will take care of themselves.’ No use earning a sovereign, if 240 pennies are afterwards carelessly spent. Books, clothes, etc. should be carefully used. Save money for ‘rainy days’. Post Office Savings Bank is a good institution.

### Model

There are many proverbs which set forth the advantages of thrift. One of the best is ‘Take care of

the pence, and the pounds will take care of themselves.' A person who earns a sovereign and then squanders two hundred and forty pennies is no better off than he was before earning the sovereign. On the other hand, by carefully storing his pennies, a person gradually finds himself the possessor of shillings and even pounds. There are other matters which should be considered in a similar manner. Boys and girls at school who spoil the leaves of their books are not cultivating thrifty habits. Girls who cut too much cloth to waste when making garments are not thrifty.

Those who are careless with their clothing, which in consequence becomes smeared and torn, are not thrifty. A thrifty person will always strive to save a portion of his or her earnings. There are times when holidays are necessary, and by means of thrift the money can often be saved beforehand. Sickness sometimes comes, and unless preparation has been made beforehand, there is much difficulty in meeting the increased expenditure. Boys and girls should save as many of their pennies as possible. The Post Office Savings-Bank is an excellent institution; it helps people who are thrifty to take care of their small sums.

## 21. HONESTY

**Outlines**—The best policy to pursue. Many temptations around us. The daily papers often supply instances of dishonest persons. A dishonest "servant is a master's greatest enemy. We ought to do our duty honestly, both when the master's eye is on us and when we are not thus watched. Many tradesmen are dishonest to their customers. An honest man does to others as he would wish them to do to him.

**Model**

'Honesty is the best policy,' is a proverb which we cannot too carefully keep before us. Temptations to be dishonest beset us so frequently in life that we must be always on our guard lest we fall. A person may practise dishonesty in a multitude of ways. The daily papers very frequently acquaint us with the fact that there are dishonest persons in every trade, business, and profession. Persons entrusted with money misappropriate it; shop-keepers defraud their customers; clerks cheat their employers; and in numerous other ways men ruin their reputation and their prospects. Every master knows that his greatest foe is a dishonest servant, and he dismisses him as soon as he discovers the fact. On the other hand, a 'tried and true' servant is a boon, and his employer, if he be a really honest man himself, will seek in various ways to encourage and help him.

Many persons work well, when the master's eye is upon them; but they neglect the work when the master is absent. Thus they seek to give a false impression and are consequently dishonest. The tradesman who offers an inferior article as being of good quality is defrauding his customers, and is dishonest.

An honest man is one who seeks to do to others as he would have them do to him. He is always respected, and has the satisfaction of knowing that no infamous charge can be levelled at him. Hence honesty is, without doubt, the best policy to pursue.

**22. VIRTUE IS ITS OWN REWARD**

1 Virtue often gains for a man honour, wealth, friends.

2. But though it brought no such rewards it should be sought.
3. For the approval of one's own conscience is more important than the approval of any one else.

#### 23. THE HORSE

1. **Description**—A noble handsome-looking animal. The mane on its neck, its glossy skin and the symmetrical shape of the body—all make it fine animal.

2. **Where found**—Found in almost all countries. In South America it is found in a wild state. The Arabian variety is very handsome. English and Australian horses are of great use in races. The Burma ponies are very small animals. It can move along at a rapid rate. Its hoofs are well adapted to rough roads. Its food consists of grass, gram, oats and other vegetables.

3. **Usefulness**: Its hoofs yield glue, its bones the material for the handles of knives and forks and from its hide we obtain leather. Formerly horses were used in wars so much so that the reputation of warriors depended on their war-horses. Even now horses carry provisions for the army, though in certain countries motor lorries are taking their place. Horses are noted for their faithfulness, strength, agility and gentleness and are of immense service to man. The story of Rana Pratap Singh's famous war-horse 'Chaitak' is a typical example of the faithfulness of horses.

#### 24. THE ANT

1. **Appearance and Kinds**—It is a small insect with a triangular head and six legs. Besides, it has two feelers with which it feels or makes sure of anything it intends to take as food. There are numerous varieties in every country—the red ant, the garden ant, and the wood ant are among the commonest.

2. **The ant-hill**—The ant-hill is a wonderful city with its ordered streets and highways, its nurseries for the young

on s, its granaries for storage of food, its quarters for its workers and its barracks for its armies. Inside the ant-city there are the worker ants on their daily hunt for food which is stored away in the little underground barns for the winter.

3. **Habits**—They live in communities like bees and wasps; they keep slaves: and they make war like a well-drilled army. Like human beings, ants migrate from place to place. They are great fighters. Courage is the badge of the whole race of ants. It is only by close and careful observation that we can understand the wisdom that resides in the tiny head of a small ant. Perhaps no insects have been found to possess greater intelligence than ants. There are, in the ant-city, things which are similar to the cities of men. They have a knowledge of hygiene in which even the untaught savages among men lack.

## 25. EARLY RISING

1. **Necessity**—It makes a man feel fresh and cheerful. It is pleasant to work in the cool of the morning air which fills the heart with joy. Late risers are always ill at ease.

2. **\*Advantages**—Early risers can work with greater efficiency than the late risers. Thus they gain not only in health and spirits but in efficiency of work as well. Early risers can enjoy the beauties of nature early in the morning. It is well said:—

“Early to bed and early to rise  
Makes a man healthy, wealthy and wise.”

3. **General Remarks**—The students should get this habit early in life.

## 26. PHYSICAL EXERCISE

1. **Necessity**—No one can keep in good health without proper exercise of the body. It is also the best precaution against diseases. The man of weak health is an easy victim to disease. It counteracts the bad effects of excessive brain work.

2. **Kinds**—It may be of various kinds according to the nature of one's constitutions. Walking is a good exercise specially suited to the man of weak health. Gymnastic exercises should be taken under the supervision of a good physical instructor. Rural sports such as, **Kapati**, **Goolidanda**, swimming etc., are also good exercises. Rowing and riding are also good country exercises.

3. **Value**—It is great tonic to people suffering from indigestion or Dyspepsia. A man of vigorous health can enjoy life.

## 27. PUNCTUALITY

1. **What it means**—It means doing a thing at the appointed time. "Art is long and time is fleeting." We must have to do a good deal of work within a short space of time. We cannot do it if we are not punctual.

2. **Its value**—It is the soul of business. The unpunctual man can never command the confidence and respect of others. It is a great blessing to students. The unpunctual boy misses all that his teacher has to teach with the result that he fails in examinations. It should be acquired from boyhood. If once we get the habit of being unpunctual, it becomes very difficult to give it up. An anecdote to illustrate the value of punctuality:—

- (a) General Washington and his unpunctual Secretary.
- (b) General Grouchy's late arrival at the battle of Waterloo and Napoleon's defeat.

## 28. POLITENESS

**Outlines**—Some children are rude and vulgar. At home, and when in company, they are equally bad in this respect. Others are much better in this respect: and are better liked in company. (Instances of politeness—replying to a question, asking a favour, calling at a friend's house, saluting

superiors). Politeness costs nothing, but it is a valuable possession.

### Model

Politeness is the art of pleasing. There are many boys and girls who seem almost incapable of being polite. When they speak to any one, they do so in a rude and even vulgar manner. If asked a question, they reply by a movement of the head. When playing with their companions, they become positively vulgar. At home they are equally bad. Even when speaking to their parents, they never dream of politeness. If their brothers or sisters happen to cross them, they say cruel and harsh things. Such children are never liked by people.

On the other hand there are boys and girls who try to show respect to those they meet, or with whom they associate. In reply to a question they always say 'Sir' or 'Madam.' When they have received a kindness they are sure to say 'Thank you.' When asking a favour they are careful to say 'If you please.' When at home they are equally polite. In asking their parents, brothers, or sisters for anything, they still bear in mind their good manners. When calling for a companion, or when going on errand, they knock gently at the door. When they meet a superior they salute him respectfully. It is nice to know such children. Politeness costs nothing, and yet it is a very valuable possession. The tradesman who is not polite soon loses customers. Persons in public offices guilty of impoliteness are discharged.

## 29. PARKS IN GREAT CITIES

## 1. Pure air a necessity for the maintenance of health.

- (i) This is not to be found in the dark and sometimes noisesome alley, or in the crowded slum, or in the growing streets of a busy manufacturing town.
- (ii) Every city must have 'lungs' to breath with. The parks are these lungs.

## 2. Playgrounds as well as breathing-grounds for the people.

- (i) People living in great cities long for a peep at flowers and green grass. Short descriptions of some park familiar to writer.
- (ii) Provide space for healthful exercise and decrease tendency, to loaf at street corners and drink at public-house.

## 3. Some great parks of the world.

- (i) Hyde Park and Regent's Park, the largest parks in London. Zoological Gardens, Phoenix Park in Dublin, Central Park in New York. Eden Gardens in Calcutta—a slice of the country brought into the town—a medley of rocks, rivers, trees and lovely flowers.
- (ii) The Prater in Vienna, one of the finest parks in Europe, has a larger area than any city in the United Kingdom, except London.

Before you begin to write the Essay read this letter written by the Mayor of New York to the boys and girls of the City of New York.

To the Boys and Girls of New York.

My dear children,

The parks of New York—your parks—need your help, and I am asking you to give it.

Did you ever stop to think how much the parks mean to everybody in New York? They are our real playgrounds. Their presence brings health to every one. They are the

open breathing spaces in the heart of our city of stone and steel.

We have inherited our parks from former generations ; from us they will be inherited by generations to come.

They provide you and yours with health-giving fresh air and with places in which to play. When the ground is frozen and the snows have come, you can practise winter sports in them ; the first warm days invite you to picnic on their hospitable lawns, and when the summer's heat settles down on the city the shade of their trees offers you cool refreshment. They are your gardens. If, then, they have so much to offer you, you in turn must give them of yourselves. All they ask in return for their hospitality is your love and care.

It is your task—and I am saying this to every individual boy and girl—to keep the parks free from litter. Take care of the things you yourselves bring into the parks. If every one of you picks up the papers and other unsightly objects you and your families drop on the ground, there will be nothing left for others to gather up after you have gone.

"Parks are like human beings. They must be clean to be healthy, and when they are healthy they are beautiful. New York's parks are counted among the most beautiful in all the world. Let it be your pride to keep them so.

Each one of you can become a messenger in the city-wide campaign which is now on foot to rid the parks of litter ; each one of you can become an agent in this splendid movement, putting into practice the lessons of cleanliness taught you in your homes and in your schools ; and each one of you can become a crusader in beauty and orderliness at home and abroad.

This is what I, as Mayor of your city, am asking you to do.

Very sincerely,  
James J. Walker.

## 30. NOVELS

**1. The most widely read form of literature at the present day.**

The statistics of all free libraries prove this. It is inevitable that so wide-spread a tendency should have its uses and abuses.

**2. The good side of novel reading.**

(i) Makes for good on the whole. Novels afford relaxation to the wearied mind, solace our hours of sickness, convey instruction in history, the philosophy of life, geography, and in the manners and customs of societies other than our own or of past ages, by a series of vivid pictures.

**3. The abuse of novels.**

(i) The demand being so great, many fools rush in to supply it. Hence much trash: hence many worthless and unreal pictures of life.

(ii) Harm is often done to silly, romantic girls by filling their heads with nonsense—sometimes immoral and vulgar, and to empty-headed lads by painting in glowing colours the careers of thieves and scoundrels.

**MODEL ESSAYS****1. FLOWERS**

Perhaps flowers are the prettiest and sweetest things in the world. People all like flowers, and those who do not have something deficient in their nature. Flowers adorn and beautify our houses, they even brighten the sick-room; and they contribute to our happiness by their fragrance and loveliness.

In most towns, there are public parks and gardens where the poor as well as the rich may enjoy a pleasant stroll amid the beauty and perfume of the flowers; while those, who can afford it, have flower-gardens of their own, which have to be tended and looked after with care. But it is in the country that flowers appear in all their glory and beauty. There, flowers grow wild over hedge, bush and meadow, and the air is laden with the sweetness of the scent.

English flowers have little else beside their perfume to boast; but the Tropics are the homes of the most gorgeous and brightly-coloured flowers. In Australia and South Africa the meadows and banks are sometimes one mass of gay and glittering colour with their wealth of flowers. But these flowers in spite of their brilliant colour, are often without much perfume.

Perhaps the rose is the most celebrated flower in the world. It grows everywhere and its praises have been sung by poets in every tongue. But the golden *champak*, the silver *bela*, and the dewy *sephalika* have to us, Indians, peculiar charms of their own. Above all there is the sacred lotus, snowy in colour and rich

in perfume, which has hallowed associations of its own.

The commonest English flower is the daisy, the favourite flower of the poet Wordsworth. It is a modest little flower, and grows in great profusion. Children gather it with delight in the early spring; and older persons also look with pleasure upon its silver petals, arranged beautifully around a crest of gold. Other favourite English flowers are the rose, hyacinth, geranium, and crysanthemum.

## 2. MOUNTAINS

A piece of land higher than the surrounding country and which attains to an elevation of 1,000 ft. or more above sea-level is generally called a mountain. Mountains clustering together form what is called a group; while a number of mountains extending in a line form a chain or range.

There are many very high mountains in the north of India, the highest peak being Mt. Everest, the highest mountain in the world, which reaches the height of over 29,000 ft. above sea-level. In Europe, the most mountainous country is Switzerland, and there are some very lofty and famous peaks on the borders of Switzerland, Italy and France. The Andes are the highest range of mountains in South America, while the Alleghanies and the Rocky Mountains are the loftiest ranges in North America.

Mountains form a very remarkable feature in the scenery of a country. Sometimes they are clothed all over with trees and then they have a very pleasant and

agreeable aspect. Sometimes, on the other hand, they are bare, bleak, and gaunt, and then they impress us with a sense of awe. The inhabitants of mountainous countries are generally distinguished for their sturdiness, courage, and love of liberty.

Rivers usually have their sources in high mountains. The river Rhine, for instance, derives its water entirely from the thawed glaciers of the Alps. In India, the Ganges, the Indus, and the Brahmaputra, in fact the three chief rivers of the country, all have their sources somewhere or other in the Himalayan range of mountains. The mountains of Scotland supply the English people with granite while the Cambrian Mountains supply them with building stone and slate. Again, mountains protect countries from cold winds, and influence the climate in other ways also. In India, the mountain systems of the Western Ghats, of the Vindhya, and the Himalayas have a distinct influence over the rainfall of the country. Thus, in every way, mountains play a most important part in the economy of the Universe.

### 3. SUMMER

Summer includes the hottest months of the year, whilst winter includes the coldest. Summer is the longest and, in some respects, the most trying season in India. It begins generally in the middle of March and lasts almost till the end of June. During the earlier part of this season, the weather is dry, mild, and agreeable; but every day it gets warmer and warmer till in May and June the heat becomes absolutely intolerable. The sun's rays are so strong that it is almost impossible to

stir out during the middle of the day : while sometimes a hot wind blows all the day long, scorching the faces of men and choking them with dust. All nature wears a dead and forlorn aspect, and people look eagerly for the rain, which comes at last, attended with loud peals of thunder, and cools the weather for a time. But if it is bad during the day, it is frequently worse at night. Sometimes the bed-room feels so hot and stuffy that you can hardly breathe but have to come out in the open and sleep as best as you can. Besides, one has to keep fanning always, partly to cool the body and partly to drive away the mosquitoes. In this manner the best part of the night passes away without sleep, and it is as much as you can manage if you can snatch a few hours of repose, just before the dawn.

Fruits of various kinds ripen in the long summer days. Summer is also a time for holidays. Colleges, schools, and most educational institutions remain closed for two months during summer; and even where the holidays are not so long, the working-hours are changed from midday to morning, thus allowing people to remain quietly in their homes during the hottest part of the day.

#### 4. BIRDS

There are infinite varieties of birds, and they differ very much among themselves, as regards size, colour, beauty of plumage, and capacity for singing. The ostrich is the largest of birds and the tiny humming-bird is the smallest. Some birds are distinguished on account of their beautiful and variegated plumage; others, plainer in dress, have a beautiful song. It also

happens that the prettiest birds are often the worst singers. The birds of Australia, for example, in spite of their gorgeous plumage, have a hoarse, monotonous note; whilst the lark and the cuckoo, with their plain and sober outer appearance, have a marvellous gift of song. The sweetest singing birds in this country are the *kokil* (the cuckoo), the *doyel*, and the *papya*, while the chief songsters among foreign birds are the lark, the thrush and the nightingale. One of the commonest birds is the little sparrow. It can only chirp, and therefore does not really possess a song. Quite different is the case of the crow, another common bird, having a plumage of dark black colour and a voice which is terribly hoarse and harsh. The pigeon does not sing, but it is a great favourite and is very tame.

Birds differ from quadrupeds in having their bodies covered with feathers instead of hair. These feathers are kept in good condition by means of a kind of oil with which birds are supplied. These creatures are often seen pecking at their feathers with their bills. As a matter of fact they supply their feathers with oil when they do this. Birds soothe us with their song and with their merry, lively ways. The world would often be very lonely and melancholy without their music. Let us then be kind to them and cease from molesting them needlessly.

## 5. THE WHALE

The whale lives in water but is not a fish. Fishes extract the oxygen which they need to support life from the water by means of gills; they do not require to rise to the surface of the water for this purpose. But it is

otherwise with the whale. The whale cannot breathe in the water, but every now and then it has to rise to the surface of the water for the purpose of taking breath.

The whale is the largest of all existing animals in the world, and the great Greenland Whale is often from 60 to 70 feet in length. The fins on both sides are from 5 to 8 feet long and the tail is about 20 feet broad. But the throat is rather small and hence the whale is compelled to live only on small creatures of which there is an abundance in the sea. The eyes of the whale are as large as those of a cow, while its upper jaw is furnished with barbs and forms what we call whalebone.

The whale is hunted for its fat, called blubber, and for whalebone. The hunting-season begins in May and continues to the end of July. The weapon used for this purpose is called a harpoon. It is something like a spear with a sharp pointed head, and is thrown with force against the whale when it rises to the surface. The whale instantly plunges and disappears; but the harpoon is fastened to the boat with a rope about 4,000 feet in length, and this enables the boat to follow the whale after it has been struck. Of course, after a time the animal is compelled to rise to the surface of the water again, and then another harpoon is thrown against it. In the meantime, the constant flow of blood from its wounds makes the whale very weak, and at last it gives in. And then the rope is hauled in and the whale is captured.

Whale-hunting is a very dangerous occupation: for one sweep of the creature's huge tail would be enough

to dash the boat and its occupants all to pieces. Hunting the whale is very exciting, and those who engage in it are bold and daring.

## 6. PAPER

The word ' paper ' is derived from *papyrus*, which was a plant used by the Egyptians for purposes of writing before the invention of paper; just as in India people used in former days to write upon palm-tree leaves.

Paper is made from cotton and linen rags, and from different kinds of straw, and wood-pulp. Sweden is the chief supplier of wood-pulp from which paper is made. The rags, wood-pulp and other materials are taken to a paper-mill, where they are first of all torn to shreds by machinery, and these shreds are afterwards boiled, and are reduced to a pulp. The pulp is then purified, bleached, and dyed; and there are different kinds of machinery for all these various processes. When the bleaching, dyeing, etc., are all over, the pulp is passed through a special kind of machine and comes out as a very fine web. This web is then rolled, dried and cut into sheets of the required size—all by means of machinery.

Different kinds and qualities of paper require special process of manufacture. Thus rice-paper is made from a part of the rice-plant, while brown paper is made from old sacks, cardboard, canvas, and other coarse materials.

Paper is very extensively used. The chief use of paper is for purposes of writing and printing, as well as for packing. Thousands of books are printed yearly,

and paper is the article used. Millions of letters are annually written, and paper is again the article used. Newspapers are abundantly circulated, and hence tons of paper are used daily for these alone. Packages are made up every day in astonishing numbers, and paper is generally used for this purpose also.

### THE USES OF RUBBER

When the rubber leaves the tree it looks like thin cream. It hardens on meeting the air, and when solid, is sent to market. In the factory, rubber undergoes what is called a vulcanizing process. In 1839 Charles Goodyear, an American, discovered this process and this was the beginning of the rubber business. Sulphur is mixed with it, and the mixture is made very hot. Then it becomes more elastic, and very hard. That is what is needed for tyres of motors, carriages, bicycles, for gas and water-pipes, machine-beltings, waterproof and so forth. Mixed with larger quantity of sulphur and made still more hot, the rubber becomes vulcanite or ebonite, from which we make combs, pipe-stems, speaking-tubes, telephone mouth-pieces, and other electric appliances. To-day rubber manufacture is one of the most important trades in the world.

We use rubber so much that it is hard to understand how people got along without it. Millions of pairs of boots and shoes are made every year. Millions of pounds have been used for tyres for motors, cars and other vehicles. Rubber blankets and waterproof clothing and rubber coats are much used. Belts are made of rubber and hose for fire companies and for garden requires a

great deal. Pencil erasers, fountain pens, tennis balls and rubber stamps also require large quantities. Our physicians and surgeons depend upon rubber for much of their apparatus. What would our policemen, our firemen, our fishermen and the soldiers do without the protection of waterproof clothing as they perform their duty often for hours amid the violence of water? These are only a few uses of rubber, we can name dozens of others.

### 8. COUNTRY AND TOWN LIFE

God made the country and man made the town, was the assertion of Cowper, and it expresses much of the difference between the two.

Country life is acknowledged to be more healthful, more restful, more natural, and less wearing, than that of the town.

It represents the ideal life of which the poets sing, for life passes quietly, man is surrounded by the works of nature, and has abundant opportunity of enjoying them. The craving of children for the country is a sign that it is the most natural and healthful life for man.

The quiet and peace of country life, the absence of distracting sights, sounds, and influences give opportunities for thought, study, and mental development which are impossible in town life. The abundance of pure air, and the more healthy conditions of life, also establish physical health and strength as town life can never do. The rural population are always the backbone of a country.

On the other hand, the dwellers in the country miss the conveniences and opportunities of life in town. The

educational advantages are often few and difficult to secure, and opportunities for work are far less than in the city.

Life in the country may become dull, and engender a lack of brightness and polish which puts the countryman at a disadvantage beside the town dweller. Ignorance, prejudice, and narrowness, too, are more characteristic of country than of town life. At the same time the railway, the post, newspapers, the bicycle, the bus, the motor, and the improved means of intercourse between town and country go far to minimise these drawbacks, so that the dweller in the country need not lack the culture of the town.

The fact that such numbers are leaving the country and crowding into the towns, forms one of the great difficulties of the politicians and philanthropists of the present day, and many urge that a return to country life under more favourable conditions is the only remedy for the great evil of over-crowding in our cities.

The ideal life would combine the advantages of both, of sharing the keen intellectual life of the town and yet of remaining among the more healthful surroundings of the country. Improved facilities for travel are making this quite possible, and both town and country are likely to reap the benefits of closer union in the near future.

#### 9. HONEST LABOUR BEARS A LOVELY FACE

“ By the sweat of thy brow, shalt thou earn thy bread ” was the first curse of God on man but this curse has now been transformed into a great blessing. It is

more a blessing than a curse. Work is worship. It is the means by which man has completely subdued the world and has made considerable advance in knowledge and in civilisation. Work is the law of our being; it is the secret of true happiness, for, it is only by keeping our faculties active that we can be happy. Idleness is the burial of the living man—the nurse of all mischief and the parent of multitudes of sins. It is closely allied to discontent, while labour, on the other hand, brings its own reward.

Honest labour brings with it an inner satisfaction—a sense of conquest and a feeling of self-respect which has an ennobling influence on our character. It is well that this should be so, or otherwise the lives of most men and women would be a mere dull routine of duties and there would be very little pleasure for them at all.

The lot of the majority is to spend the day in labour, so if there were no enjoyment to be obtained from the work itself, life would seem a dreary burden.

But whatever the task may be, so long as it is honest in its nature, and performed faithfully, it yields an intense satisfying pleasure that gives more lasting happiness than many joys. Thus we may truly say, 'Honest Labour bears a lovely face.'

There is, however, one essential condition to be satisfied. The work must be undertaken willingly. For unwilling workers labour has only a frown, and is a hard task-mistress, and, like duty, becomes 'A rod to check the erring and reprove.'

We must, therefore, be willing to labour, remembering that it is only by effort that great things have been

achieved in this world, and that no true work ever goes in vain. Even when we find discouragement in results we must "Learn to labour and to wait."

#### 10. TIME IS MONEY

There is no need to dwell on the truth of this maxim in the present day. The rush of the hurrying throng, the shriek of the railway whistle, the throb of the steamer's engine, the click of the telegraph needle, the sharp peal of the telephone call, the constant activities of the airless apparatus, the shrill of the motor-horn and the loud drooning of the passing 'plane, are daily and hourly telling the same tale, 'Time is money.' In a literal sense in the business life of the present day, 'Time is money.' Opportunities of acquiring money have increased to such an extent that, for the worker, time means money. The struggle for wealth has become so keen, education has fitted so many more to join in the struggle, that time becomes the capital of trading, professional, or business men.

So many new avenues of enjoyment have been opened up of recent years, and have been rendered so cheap, that the only requirement for their enjoyment is time, but to the busy man, 'Time is money,' and so they cannot be enjoyed. Distances, too, that have to be traversed, make delay such a vital matter that here again 'Time is money.'

Metaphorically, too, the maxim is true. Time can be spent, it can be squandered, and it can be put out at interest. Man may be rich in it or he may be poor. Youth is rich in it and can spend it lavishly, while old

age is poor in it, must count the days, and use them thriftily.

Like money, too, time, once lost, is gone for ever.

'Time and tide wait for no man,' says the proverb. If you use your stock of time rightly, it will bear you rich interest but if you waste this invaluable capital, it will make you poor indeed. 'Take time by the forelock' so as to reap the fullest benefit out of it. Lost health may be recovered by medicine, lost fortune by ceaseless industry and perseverance but lost time is gone for ever and can never be recovered.

Time is unlike money, in the fact that it cannot be circulated. Money passes from one to another, and one man's loss becomes another man's gain. But lost time is utterly lost, and gone for ever. It is our own to use or to waste, and it cannot be used by another, neither can it be accumulated--"Time flies."

Its importance cannot be estimated aright because it cannot be seen, hence its losses cannot be measured, and we are inclined to waste time as we should never waste money. At such times this little, commonplace maxim is of great service. 'Time is money.'

**Exercise 37****SUBJECTS FOR SHORT ESSAYS.**

The following subjects for easy Essays of various kinds should be sketched in outline and then expanded into connected compositions:—

1. A Visit to the Zoo	21. A Village
2. A Journey by River	22. Parts of a Plant
3. An Aeroplane Ascent	23. A Flower Garden
4. A Picnic	24. An Earthquake
5. A Football Match	25. Tea
6. Gold	26. The Rainy Season
7. Copper	27. The Tram Car
8. Iron	28. The Motor Car
9. Wheat	29. The Bicycle
10. Friendship	30. Duties to Parents
11. Play	31. Good Manners
12. The Ostrich	32. Kindness to Animals
13. The Bamboo	33. Cleanliness
14. The Rose	34. Idleness
15. The Postman	35. The Dewali Festival
16. The Policeman	36. The Moharrum
17. Boy Scouts	37. Travelling
18. The Seasons in India	38. School Magazines
19. The Mosquito	39. The Art of Printing
20. The Crocodile.	40. A Day in a Motor Car
41. An Outing by Scouts	
42. Knowledge is Power	
43. The School in which you read	
44. Life in an Indian Village	
45. Prize day at your School	
46. The Value of School Sports	

47. The Bazar of an Indian Village
48. Steam and its uses to man
49. The Various Applications of Electricity in modern times
50. Live and let live
51. A friend in need is a friend indeed
52. A stich in time saves nine
53. Look before you leap
54. All men think all men mortal but themselves
55. Knowledge is proud that he has learned so much  
    Wisdom is humble that he knows no more
56. Where ignorance is bliss,  
    'Tis folly to be wise.

## CHAPTER XXV

## CONVERSATION

132. In our use of English we all talk much more often than we write. The easiest and most common form of spoken English is conversation. Conversation is an interchange of ideas.

133. **Materials of Conversation.**—Many interesting subjects of conversation are found near at hand. The common sources of conversational material are:

1. What we do
2. What we see
3. What we hear
4. What we read
5. What we think

134. **Characteristics of Good Conversation.**—Courtesy demands consideration of others. The most important rule in conversation is this: talk about what is of interest to others.

**135. Standards of Measurement.**

1. Do you use appropriate and simple language?
2. Do you speak grammatically?
3. Do you enunciate and pronounce correctly?
4. Do you avoid useless and annoying expressions?

136. **Telephone Conversation.**—Much that has been said about conversation applies to the use of the telephone, for telephoning is merely a special kind of conversation. The telephone call should be both courteous and brief.

**EXAMPLES OF CONVERSATION****1. Raman and Karuna**

*Raman*—What makes you cry, Karuna?

*Karuna*—Beni has beaten me.

*Raman*—Beni beating you! He is not the boy to beat any one for nothing. What was the matter?

*Karuna*—Nothing—I only took his bat.

*Raman*—Did you ask him for it?

*Karuna*—That I didn't. Why should I? I wanted to play with it. His bat was so nice.

*Raman*—What did Beni say to you?

*Karuna*—He asked me to give back his bat. But I would not. He forced it from me. I called him names and he beat me.

*Raman*—You have been a bad boy to do so. No wonder, Beni beat you.

*Karuna*—Why and how have I done wrong? I liked the bat and took it.

*Raman*—But the bat was not yours. Would you like Beni to take your playthings?

*Karuna*—No, my things are mine.

*Raman*—Is not Beni's bat then Beni's? Why should you take it? Besides you did not stop there, you abused him. Never do like this in future. Be good to others and others will be good to you.

## 2. Ratan's Mother and Greengrocer

*Ratan*—Mother, isn't the greengrocer, Ramdin, at the gate?

*Mother*—Yes, he is. Just go and see what he has got.

*Ratan*—As you please. [*He runs to the gate and then comes back.*] Mother dear, Ramdin has a basket full of fruits. He has nice ripe apples, oranges and plantains. Shall I call him in?

*Mother*—No, ask him to wait at the gate. I am coming presently. [*Ratan goes away. His mother goes after him.*]

*Ramdin*—Good morning, madam.

*Mother*—Good morning, Ramdin.

*Ramdin*—I have choice fruits. Here are apples, oranges, plantains. What can I offer you, madam?

*Mother*—Let me have a dozen of oranges, half a dozen of apples and a bunch of plantains.

*Ramdin*—All right, madam, here they are. Anything else?

*Mother*—What else have you got? You have potatoes in that bundle I see. Let me have a seer of it, too. How much am I to pay you for the whole lot?

*Ramdin*—Two rupees and annas eight.

*Mother*—Is it not a bit too much? I can pay you two rupees only. Here you are. [*She gives Ramdin money.*]

*Ramdin*—Thank you, madam. I shall be glad to get four annas more, if you please.

*Mother*—No more.

*Ramdin*—Good bye, madam.

### 3. The Wolf and the House Dog

*Wolf*—Good evening, friend.

*Dog*—Thank you, good evening.

*Wolf*—How is it, my friend, that you look so fat and sleek while I live in the woods and move night and day in search of food and do seldom obtain food enough?

*Dog*—Well, my friend, you may be as well-off as I am if you mind.

*Wolf*—What is it that you do, friend?

*Dog*—I have but to guard the house against thieves, so if you like it come along with me, and see how you like the life.

*Wolf*—With all my heart I shall follow you.

*Dog*—Then let us come.

*Wolf*—Friend, I see a mark on your neck. What is it?

*Dog*—Well, it is but a slight mark of my strap.

*Wolf*—Strap! Do you mean to say that you cannot roam free, when and where you please?

*Dog*—Why, not quite. You see they think that I am a bit fierce, so they tie me up by day, but I am let loose at night. And all in the house pet me, and feed me with scraps from their own plates and —. Come on, what ails you?

*Wolf*—Oh! Good night to you. I wish you all joy of your fine life, but, for my part, though I may not be fat, I am at least free.

#### 4. A Bird on a Tree and a Bird in a Cage

*The Bird in a cage*: Ah! it is morning, they have got me out. What do I see on the branch of that mango tree in the yard? Is not it a bird?

*The Bird on the tree*: Good morning, friend. How do you like the morning?

*The caged Bird*: Good morning. The morning is fine but I am in a cage. I cannot come out and hop like you from branch to branch. How I envy you!

*The Bird on the tree*: Yes, you cannot fly as I can. But you have not to look out for your food as I have to do. It is so hard now to get enough food. You get all sorts of good food. Wet grams we never get; gram-flour is so nice to eat! Good water is by your side. Your master even provides worms for you to eat. And I, for a worm or two, have to move heaven and earth.

*The caged Bird*: My friend, don't envy me. It is true I get all kinds of dainty food to eat. I am supplied with milk too from time to time. But I do not like such food. After all something is wanting in it. I sigh for the time when I was free. Then I could fly from tree to tree; I could earn my food by my labour. That life was so nice and free. I had my playmates. I could play with them, fight with them and fly with them. I now feel lonely. I have lost my spirits.

*The Bird on the tree*: I see. Yes, you are not happy. Food cannot make one happy. One must be free to be happy. I must be away. Good bye, friend.

*The Bird in the cage*: Good bye. Don't forget your caged friend. Come and cheer me up by your company when you can.

### Exercise 38

Write short Conversations between :

1. A pencil and a fountain-pen.
2. A tennis-ball and a foot-ball.
3. A cat up a tree and a dog at the foot of the tree.
4. A race-horse and a cart-horse.
5. A country boy and a town boy.
6. A railway engine and a motor-bus.
7. A motor-cycle and a bicycle.

### Subjects for Oral Discussion or Simple Debate

1. Is 'aeroplane' a useful invention?
2. Should all boys be Boy Scouts?
3. Are motor-buses better than tramcars in a town?
4. How could your village be improved?
5. What would you like to be when you grow up?

## CHAPTER XXVI

## UNSEEN PASSAGES

137. The student is sometimes required to answer questions based on Unseen Passages.

Answers to such questions can be made best by reading the given passage a number of times—say three or four. Then the questions must be carefully read, and the passage again read in the light of those questions.

138. In writing the **substance** of a passage considerable practice is necessary. At first the following steps may be taken in detail.

1. Read twice straight through the original extract to get the general drift of thought. You will perhaps recognise the leading idea at once.
2. Read again carefully and slowly, trying to understand the details and noting their bearing on the central thought.
3. Read through quickly once again, and write down in one sentence what you consider to be the kernel or central idea of the whole.
4. Once the **main idea** is found the student's work is simplified and he has then merely to develop it briefly in his own simple English in the light of facts leading to and following it. If your rough summary seems longer than two-thirds of the original start again and attempt a shorter version.

### An Example

My days among the dead are passed;  
 Around me I behold,  
 Wher'er these casual eyes are cast,  
 The mighty minds of old;  
 My never-failing friends are they  
 With whom I converse day by day.  
 With them I take delight in weal,  
 And seek relief in woe;  
 And while I understand and feel  
 How much to them I owe,  
 My cheeks have often been bedewed  
 With tears of thoughtful gratitude.

**Substance:** I spend my time in my library among the books of great writers of the past, I talk to them like old friends and receive their help every day. In happiness they increase my joy, and in troubles they give me comfort. I weep with thankfulness when I think of my debt to them.

### Simple Unseens

#### 1

Turn, turn thy *hasty foot* aside,  
 Nor crush that *helpless worm*;  
 The frame thy *wayward looks* deride  
 Required a God to form.

The *common Lord* of all that move,  
 From whom thy being flow'd  
 A portion of His *boundless love*  
 On that *poor worn* bestow'd.

### Exercise

1. Give all the adjectives or describing words in the two verses.

2. Explain the phrases in italics.
3. Answer the following questions:—
  - (a) Why should not you crush a little worm?
  - (b) Why do you think the poor worm is helpless?
  - (c) Who made that little worm as well as you?
  - (d) Does He make any distinction in His love for His creations, great or small?
4. Give in your own words the main idea of the poem.

## 2

“ Honest man,” said Sancho, “ let me look at that cane.”

“ Certainly, Sir,” answered he. “ Here it is.”

Sancho took it and gave it to the other old man. “ There,” said he, “ now you are paid.”

“ How so, my lord? ” cried the old man. “ Do you think that this cane is worth ten pieces of gold? ”

“ Yes,” said the judge, and ordered the cane to be broken. When this was done, out dropped the ten pieces of gold.

## Exercise

1. Explain the phrases in italics.
2. Form a connected story from the above dialogue.
3. Who do you think were the two old men in the above story? And what for had they come to Sancho?

## 3

When Shah Jahan had been married for fourteen years, his wife, Mumtaz Mahal, became very ill. Shah Jahan remained by her side night and day. He was so sad that he would neither eat nor drink. The Queen grew worse and worse and at last the King saw that the time had come for her to die. Weeping he asked her

what he could do to show how deeply he loved her. The dying Mumtaz Mahal replied, " If you love me, always think of me *when I am gone* and build over me a tomb *that will keep my name alive for ever.*"

### Exercise

1. Explain the phrases in italics.
2. What was Mumtaz Mahal's dying wish?
3. Give the name of the tomb built over Mumtaz Mahal, and say where it is to be seen.

### 4

We should brush our teeth on rising and before going to bed. This will save us from the dentist. " One natural tooth is worth twenty, false ones."

Order and tidiness make work easy and saves time. " A place for everything and everything in its place."

No matter how poor we are we should not wear torn clothes. A good mother patches her children's torn clothes—a bad mother does not. " A stitch in time saves nine."

### Exercise

Re-write the passage in your own words.

### 5

Boys and girls should salute each other, as well as clergymen, teachers and those to whom they owe respect. They should remember to rise when visitors enter, to be polite and mannerly on all occasions, and to avoid rough, noisy conduct.

We should not destroy walls, parapets of bridges, signposts, young trees, lamps, etc. These cost money for which the *ratepayers* have to pay.

We should support *home industries*, eat *home-grown food* and buy articles made in India *in preference to* those made in any other country.

Little drops of water  
Little grains of sand,  
Make the mighty ocean  
And the pleasant land.

### Exercise

1. Explain the words and phrases in italics.
2. Re-write the passage in your own words.

## 6

A Lion having grown old and feeble, and being no longer swift enough to hunt his *prey*, stayed in his den and let it be known to all the other animals in the forest that he was very ill. One by one they came to express their sorrow, and were each caught and eaten by the *crafty* old Lion. At length came the Fox who, *suspecting the truth*, stood at some distance off to make his inquiries. "Ah! my friend," said the Lion, "come closer, *for old time's sake*, and talk to one who is *sick unto death*." But the Fox desired to be excused, "For," said he, "while I see many foot-prints pointing towards your Majesty's palace, I cannot *perceive* any that are pointing outwards."

### Exercise

1. Use in sentences of your own the words and phrases in italics.
2. Why would the fox not go near the lion's den?
3. Write this story in your own words.
4. Give a suitable heading to your story.

We, the youth of to-day are *the India of to-morrow*. We should practise truth, honour, honesty, *uprightness*, *self-control*, love of industry, neatness, cleanliness and courtesy. We should learn to love work, *to work conscientiously* and to give honest labour for honest pay. Whoever takes payment for doing certain work and does it badly, or *idles over it* and wastes time, is as guilty of theft as if he stole the actual money. We should be *ashamed of scamped, careless, or ill-finished work*. “ *Whatsoever thy hand findeth to do, do it with all thy might.*”

### Exercise

1. Explain the words and phrases in italics.
2. Re-write the passage in your own words.

In every railway train there is a Guard, who sits in the *rearmost carriage* of the train, which is called the Guard's van. When the train stops at a station, the Guard gets down and sees that the *passengers who are leaving the train* at this station get their luggage out of the van. At the same time he sees that the luggage of the new passengers, who get into the train, at this station, is put into the van. When all the passengers are seated, and it is time for the train to start, the Guard *makes a signal* to the engine-driver with a green flag, or, if it is night, with a green lantern and by blowing a whistle. Then as the train is in motion, he jumps into his van again and *prepares his work for the next station*.

**Exercise**

1. Explain the phrases in italics.
2. What are the duties of a Guard?

**9**

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway: "and even if my head would go through," thought poor Alice. "*it would be of very little use* without my shoulders. *Oh, how I wish I could shut up like a telescope!* I think I could, *if I only knew how to begin.*" For, you see, so many *out-of-the-way things* had happened lately, that Alice had begun to think that very few things indeed were really impossible.

**Exercise**

1. Explain the phrases in italics.
2. Use those phrases in sentences of your own.
3. What did Alice see along the passage?
4. Describe the garden in your own words.

**10**

Mahmud of Ghazni had taken so many countries that he could not rule them properly. In one of these countries robbers had attacked a *caravan of merchants* and killed many of them and stolen their goods. The mother of one of the merchants *walked a long way to Ghazni* and made a complaint to the Sultan. "My

good woman," said Mahmud, " how can I *keep order* in that far distant land? It is hundreds of miles from Ghazni. I cannot put down robbers nor *keep the roads safe* so far away." " Why, then," replied the old woman, " do you take countries which you cannot rule? For the bad rule of every country of which you are the king, *God will call you to account*, when you die."

### Exercise

1. Give a brief summary of this passage.
2. Explain the phrases in italics.

## 11

A wolf was drinking at the head of *a running brook* when he spied a lamb paddling some distance down the stream. Making up his mind to eat her, he tried to find *a good excuse*. " Villain," he said, " how dare you dirty the water where I drink! " " Indeed, sir, that cannot be, for I am below you, and the stream runs from you to me." " I care not for that," said the wolf. " It is but a year ago that you called me evil names." " But, sir," said the lamb, trembling, " I was not even born then." " Enough! " said the wolf, " if it was not you it was your father, which is *all the same*." Saying this, he seized the lamb and tore her to pieces.

### Exercise

1. Give a suitable heading to the above story.
2. Use in sentences of your own the phrases in italics.
3. Write the verbs **spied**, **tried**, **said** and **tore** in the present.
4. Tell this story in your own words.

## 12

Not gold but only men can make  
 A people great and strong—  
 Men who, for truth and honour's sake,  
*Stand fast and suffer long.*  
 Brave men who work while others sleep,  
 Who dare while others fly—  
 They build *a nation's pillars* deep,  
 And *lift them to the sky.*

## Exercise

1. Explain the phrases in italics.
2. Give the main idea of the poem.

## 13

Once more he stept into the street,  
 And to his lips again  
 Laid his long pipe of smooth, straight cane;  
 And ere he blew three notes (such sweet  
 Soft notes as yet musician's cunning  
 Never gave *the enraptured air*)  
 There was a rustling that seemed like a bustling  
 Of merry crowds justling at pitching and hustling;  
 Small feet were pattering, wooden shoes clattering,  
 Little hands clapping and little tongues chattering,  
 And like fowls in a farmyard when barley is  
 scattering,  
 Out came the children running.  
 And all the little boys and girls,  
*With rosy cheeks and flaxen curls*  
 And sparkling eyes and teeth like pearls  
 Tripping and skipping ran merrily after  
 The wonderful music with shouting and laughter.

## Exercise

1. What happened when the piper started to play?
2. Explain the phrases in italics.
3. Give the adjective-phrases which describe the little boys and girls.
4. Analyse the last sentence.
5. Describe the happy crowd of children who followed the piper, using the poet's words as far as you can.

## CHAPTER XXVII

## LETTER-WRITING

**139.** In many respects, conversation and letter-writing are alike. Letter-writing has been called *talking on paper*. Good letters are as easy and natural as conversation. Letters, like conversation, should be polite and courteous, and considerate of the feelings of others.

**140. Kinds of Letters**—There are two kinds of letters that most people have to write, **social letters** and **business letters**. Social letters are written to friends at a distance, in order that experiences may be shared and friendships kept up. We converse with people who are interested in us and in what we have to say; we write social letters for the same reason.

Business letters are written about business matters, frequently to those whom we do not know; for example, we may order certain goods, or we may explain why we think the electric bill is not correct, or we may write to a hotel and ask to have a room reserved, or to a railway company and inquire about the cost of a journey we wish to make. Business letters and social letters are alike in many respects. Both should be simple, direct, and clear; both should be courteous; both should be adapted to those who will receive them.

## EXAMPLES OF GOOD LETTER-WRITING

As you read the letters that follow, think chiefly of two points:

1. What is the letter about? What interested the writer and the receiver of the letter?
2. In what sort of style is the letter written? Style means the manner of expressing one's self.

### I. Letter by Charles Kingsley

*Pau, France.*

MY DEAR LITTLE MAN,

I was quite delighted to get a letter from you so nicely written. Yesterday I went by the railway to a most beautiful place, where I am staying now, a town with an old castle, hundreds of years old, where the great King Henry IV of France was born. His cradle is there still, made of a huge tortoise shell. Near the castle are beautiful walks and woods—all green, as if it were summer, with roses and flowers, and birds singing, but different from our English birds. But it is quite summer here because it is so far south. Under the castle by the river, are frogs that make a noise like a rattle, and frogs that bark like toy-dogs, and frogs that climb up trees, and even up the window-panes; they have suckers on their feet and are quite green like a leaf. Far away, before the castle, are the great mountains ten thousand feet high, covered with snow, and the clouds crawling about their tops. I am going to see them to-morrow, and when I come back I will tell you. I have been out to-night. All the frogs are croaking and making a horrid noise.

Mind and be a good boy and give Baba my love. Tell George I am coming back with a great beard and shall frighten him out of his wits.

Your own Daddy,  
CHARLES KINGSLEY.

## II. Letter by Henry van Dyke

*Princeton, New Jersey,**December 20, 1912.*TO THE PUPILS OF THE EIGHTH GRADE IN  
THE SCHOOLS OF NEW JERSEY:

It is a long time since we have seen one another, and I fear that our friendship may grow cold through absence and silence. I think that we ought to exchange letters.

A letter is not so good as a talk, but it is better than nothing at all. The best way to write a letter is to do it almost as if you were talking.

I have made a little story of the things that I have been doing and sent it to you on a separate sheet. Now I wish you to tell me what has happened to you, and whether you have grown in mind as well as in body.

Tell me what was the happiest day that you have had since we went to the picnic together last June—do you remember? Tell me which book you like best of all that you have read, and why you like it. Tell me whether you have made any new friends, and why you have chosen them. Tell me whether any of your studies are too hard for you, and what you are going to do about it. Tell me whether you think that the town where you live is improving, and whether you think that you can do anything to help it. Tell me what you wish to be when you grow up.

Write to me as simply as if we were sitting side by side on a log beside a little river.

Faithfully your friend,

HENRY VAN DYKE

**141. Parts of the Business Letter:**

*The Heading.*—The heading of a letter, as you know, consists of the sender's address and the date. Most business houses use printed letter-heads; in this case it is necessary to add only the date. When the letter paper is not printed, the heading should be written or typed in the upper right-hand corner of the page, with a margin of at least an inch to the right and at the top.

*The Introductory Address.*—The introductory address consists of the name and address of the person or the firm to whom the letter is sent. It should be written at the left of the page, the left-hand margin being equal to the right-hand margin.

*The Salutation.*—The first letter of the salutation is kept even with the first letter of the introductory address. The preferred forms of salutation in business letters are—

My dear Sir,

Dear Sir,

Gentlemen,

My dear Madam,

Dear Madam,

Mesdames,

If the sender of the letter is acquainted with the receiver he may use the name in the salutation, as *My dear Mr. Brown*.

*The Body of the Letter.*—The body of the letter usually begins an inch to the right of the left-hand margin. The same margin is observed with all paragraphs, if the letter consists of more than one paragraph.

*The Complimentary Close.*—The complimentary close is an expression of leave-taking. The forms usually preferred in business letters are:

Sincerely yours,  
Very truly yours,  
Yours very truly,  
Yours truly,  
Yours faithfully,

The complimentary close usually has the same margin on the left as the heading.

*The Signature.*—The complimentary close is followed by the signature of the writer. A woman's signature should be preceded by *Miss* or *Mrs.* in parenthesis.

**142. Letter of Application.**—One kind of business letter that pupils should write correctly is the letter of application. Their success in securing desirable positions frequently depends on the correctness and effectiveness of the letter of application. Such letters may be written in reply to advertisements in the local papers.

*The Advertisement.*—It may be clipped from the newspaper and pasted neatly above the inside address. In this case, the opening sentence need not state the purpose of the letter. If the clipping is not attached, the opening sentence may be a direct statement like the following:

This letter is my application for the position which you advertise in to-day's *Times*. Or you may say, Please consider me an applicant for the position which you advertise in to-day's *Times*.

*Education.*—An account of one's education should be exact and specific. It should include the name of

the school where the applicant has been educated. If he has had training that fits him particularly for the position, he should mention the training.

*Experience.*—If the applicant has had no experience, he will say so frankly. If he has, he will give the name and address of the firm for which he worked and the name of a member of the firm who is personally acquainted with the applicant's work.

*References.*—It is usual to give three references: the name of one who is acquainted with the applicant's school record, the name of a former employer, if the applicant has had any experience, and finally the name of one who has first-hand knowledge of the applicant's character. The full name of each reference should be given, the official position, if any is held, and the exact address.

*Interview and Telephone.*—Sometimes the applicant helps his cause if he gives his telephone number and the hours when he can call for an interview.

### Examples of Business Letters

24, SOUTH STREET,  
BRIDGETOWN,  
September 9, 1933.

THE DIRECTOR,  
BRITISH MUSEUM.

DEAR SIR,

Will you kindly send me a ticket of admission to the Reading Room. I enclose the necessary references.

Yours faithfully,  
JOSEPH SHARP.

**Booking Seats in a Railway Train**

CIVIL STATION ROAD,

*Barrackpore, April 10, 1933.*

THE STATION SUPERINTENDENT,

HOWRAH.

DEAR SIR,

I shall be glad if you will reserve me four (4) seats, second class, in the Punjab Mail leaving Howrah for Lucknow on Saturday, April 15. Please also book me four (4) places in the Restaurant Car for the first lunch. Enclosed please find G. C. Notes for Rs. 125.

Yours faithfully,

A. C. ROY.

**Booking Seats in Aeroplane**

24, CENTRAL ROAD,

*Hazaribagh, June 8, 1933.*

DEAR SIR,

Please reserve me two (2) seats in the Plane leaving Dum-Dum Aerodrome for Dacca at 2 P.M. on Wednesday, June 14. I shall also be glad if you will inform me of the connections between Calcutta and Dum-Dum Aerodrome. Enclosed please find cheque for Rs. 110.

Yours faithfully,

T. AHMED.

THE MANAGER

INTERNATIONAL AIR SERVICE AGENCY

CALCUTTA

**Out of Stock—Holding Order**

74, SOUTH AVENUE,  
*Nagpur, June 20, 1933.*

**MADAM,**

I regret to say that the goods you ordered are at present out of stock, but we hope to procure them in the course of a few days and to forward them to you as soon as they are produced.

I am,  
 Your obedient servant,  
**WILLIAM GREEN.**

**MRS. ALLINGTON,**  
 12, LORDGANJ,  
*Jubbulpore.*

**Ordering to send Some Silk**

DEHLIA CAMP,  
*November 6, 1933.*

To MESSRS. M. GOODMAN & Co.,  
 FORT ROAD,  
*Meean Meer.*

**GENTLEMEN,**

You will remember that when I was passing through Meean Meer a fortnight ago, I bought some silk from you. You then had a considerable portion of the web left. I enclose pattern and ask you to send me by V. P. Post ten yards more.

Yours truly,  
 (Mrs.) **FRANK WILSON.**

**Reply**

FORT ROAD, MEEAN MEER,

*November 9, 1933.***MADAM,**

In reply to your esteemed letter, we regret to say that the silk is sold out. We have tried to get it in other houses in Lahore but have not been successful. We are, however, expecting a large stock of silks shortly from the makers, and we hope then to be able to execute your order. Trusting it will not be too late for your requirements

We beg to remain,

Madam,

Your obedient servants,

M. GOODMAN &amp; CO.

MRS. WILSON,

*Dehra Camp.***Asking for a Copy of Policy Form**

STATION ROAD, ALLAHABAD,

*December 23, 1933.***DEAR SIR,**

Adverting to my letter to you of the 15th instant, I shall be glad if you will let me have a copy of your policy form.

Will you also kindly inform me whether you insure against damage caused by earthquake.

Yours faithfully,

JOSEPH JENNINGS.

THE SECRETARY,

GENERAL INSURANCE CO.,

U. P. BRANCH,

Allahabad.

Reply

GENERAL INSURANCE CO.,

U. P. BRANCH,

Allahabad, January, 3, 1934.

DEAR SIR,

In reply to your letter of the 23rd ultimo, I beg to enclose specimen of our policy form.

On referring to Clause 14 on the back of the policy, you will see that any possible damage caused by earthquake is covered by us.

I am, Dear Sir,

Yours faithfully,

GEORGE MORLEY,

*Secretary.*

J. JENNINGS, Esq.,

STATION ROAD,

Allahabad.

**Application for Junior Clerkship**

79, KING GEORGE STREET,

*Bombay, June 16, 1933.*

MESSRS. JOSEPH PARKER & SONS,  
BOMBAY.

GENTLEMEN,

In answer to your advertisement in to-day's *Daily Telegraph* for a junior clerk, I beg to offer myself for the post.

My age is 17. I was educated at the St. Joseph's High School, Kalbadevi Road, Bombay, where I passed the Junior Cambridge Examination. Since leaving school, ten months ago, I have attended Typewriting and Shorthand classes, and have now attained a speed of 60 and 90 words respectively.

I am very anxious to get into a merchant's office in order to fit myself for a commercial career, and should my application be successful, I will do my best to give you satisfaction. The salary I should require would be Rs. 50 a month as a start.

Yours respectfully,

.....

**Another Application for Junior Clerkship**

67, KALBADEVI ROAD,  
*Bombay, June 16, 1933.*

MESSRS. JOSEPH PARKER & SONS,  
 BOMBAY.

GENTLEMEN,

In reply to your advertisement in to-day's *Daily Telegraph*, I beg respectfully to offer my services for the vacant appointment of Junior Clerk.

I am just over sixteen years of age and have left school about ten months, during which time I have been striving to make myself proficient in Shorthand and Typewriting and have now attained a speed of 90 and 60 words a minute respectively.

While I was at school I gained the first place in Arithmetic, and also received a prize for Elementary Book-keeping, and have, besides, a fair general knowledge.

My late Headmaster Mr. . . of the . . . School, Bombay, will, I am sure, speak favourably of me, and I am also permitted to refer you to the Rev. . . ., Vicar of Holy Trinity, who has known me all my life.

Soliciting the favour of an interview, and assuring you that if appointed I will do my best to give you satisfaction,

I remain,  
 Yours respectfully,

.....

**Application for Clerkship**

83, CHITTARANJAN AVENUE,  
*Calcutta, July 13, 1933.*

MESSRS. BROWN & ROBERTSON, LTD.,  
CALCUTTA.

GENTLEMEN,

In answer to your advertisement in to-day's *Statesman* for a clerk, I beg to apply for the vacancy.

I am twenty-four years of age, and for the past two years have been in the office of Messrs. Bird & Co. of Clive Street, Calcutta, whose employment I left, of my own accord, a fortnight ago. I am sure they will give me a good reference. My speed as a shorthand writer and typist is 120 and 70 words a minute respectively. I have a sound knowledge of book-keeping by double entry, having, some five years ago, taken a Senior Certificate at the Government School of Commerce, Calcutta. I should require a commencing salary of Rs. 150 a month.

Soliciting the favour of an interview, and assuring you that, if successful, I should endeavour to give you every satisfaction.

I remain,  
Respectfully yours,

.....

From a Young Lady applying for a  
Situation as Typist

STRAND ROAD,  
*Singapore, May 5, 1933.*

DEAR SIR,

I beg to offer my services for the vacancy which you advertise in *The Daily Telegraph* of the 3rd instant. I am an expert shorthand-typist, speed 90 and 100 words respectively. I was educated by Miss Tuldon, at the High School, Mission Row, Singapore, and if you will refer to that lady, she will furnish you with an excellent reference in regard to my abilities. Age 18.

Hoping you will entertain my application,

I remain,  
Yours respectfully,  
MARY SMITH.

TO THE ADVERTISER, X. Y.

20 ROSE STREET,  
*Singapore.*

**Exercise 39**

1. Write a letter to a bookseller, ordering the books you would require for next year's Matriculation Examination.
2. Write a letter describing the pleasures of cycling.
3. Write a letter describing a visit to the Calcutta Museum.
4. Write a letter describing any famous building with which you are familiar.

5. Write a letter of application for admission to a Training College.

6. Write a letter of application for a post as clerk, stating qualifications.

Answer the following Advertisements :

7. **Wanted**—Errand boy. Neat in appearance, and honest. Hindustan Co-operative Bank, **Cawnpore**.

8. **Wanted**—Intelligent young man for timber office. Burmah Timber Co., Strand Road, **Calcutta**.

9. **Wanted**—For Girls' School, Head Mistress, fully qualified. Apply, stating age, experience, and qualifications, not later than—to Secretary, Girls' School, Avenue Road, **Ballygunge**.

10. **Wanted** at once. <sup>4</sup>Certificated Master for Boys' School. Apply, stating age, qualifications, and salary required, to Head Master, Boys' School, **Bankipore**.

11. Write to Bryan and Taylor, 39 South Road, Madras, or any other dealer in wearing apparel, ordering an article of dress. Provide for payment.

12. Write a letter to a well-known dry-goods house, ordering goods like the sample you enclose. Be sure to send a post-office money order for the required amount.

13. Write to a publisher, ordering a book for your school library. Enclose the correct amount in payment.

14. Your athletic team wishes to order tennis rackets. Write to S. Ray, 18 Esplanade East, Calcutta, and any other dealers, asking for the recent catalogue of athletic goods.

## CHAPTER XXVIII

## TELEGRAMS

## DIRECTIONS

143. The writing of telegrams requires special practice. Here it is very important to say as much as possible in the fewest words.

*No Salutation nor Complimentary close is employed as in letters.*

All words which add nothing to the meaning of the message should be omitted.

A telegram should not be so brief as to sacrifice clearness of statement.

The language should be made as concise as possible, but obscurity or uncertainty of meaning should not be allowed to arise from the undue cutting down of the number of words.

Nothing is gained by reducing an inland *Ordinary* telegram to fewer than eight words, as the charge including the address, nine annas, is the same for a smaller number. An extra charge of one anna per word is made for each additional word above eight. The charge for an inland *Express* telegram is Re. 1/2/- for eight words or less including the address, *plus* two annas for each additional word. Hence the necessity of condensation.

Then, the message should be copied. Incorrect spelling is one of the worst faults of a telegram writer.

Beginners should first write out the message, and then strike out all words which do not affect the clearness of meaning of those that remain.

For instance, the following message—

*I have reached Delhi this morning safe and  
You have no cause of anxiety.*

May be reduced to—

*Reached Delhi safe. No anxiety. Badridas.*

Or again—

*I am very sorry my dear father is attacked by pneumonia. We are badly in need of money for treatment. Please come with money without delay.*

May be reduced to—

*Father pneumonia. Start with money sharp—  
Amirali.*

Or again—

*Messrs. Henry Malpen & Sons. The Mall, New Delhi, I regret I am unable to attend office, because I am ill. The details of my illness you will learn from the letter which I am sending you to-day.*

May be reduced to—

*Malpen Unable attend office. Illness. Letter follows—Matilal.*

**Note.**—A large portion of the world's business in the form of telegrams is carried on by **code words**. Here the word **Malpen** indicates **Messrs. Henry Malpen & Sons, The Mall, New Delhi**.

